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Course of Study

FOR THE COMMON SCHOOLS
OF KANSAS

1907



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COURSE OF STUDY

FOR THE

COMMON SCHOOLS

OF

To the County Superintendent and other School Officials:

Owing to an oversight in compiling the Common School Course, in the list of texts consulted in outlining the Primary History Course for the 6th grade, "Gordy's American Leaders and Heroes" was inadvertently omitted. Superintendents are requested to bring this to the attention of their teachers at once.

THE COMMITTEE ON COURSE OF STUDY.



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COURSE OF STUDY
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THE COMMITTEE ON COURSE OF STUDY.



CRANE & COMPANY, PUBLISHERS
TOPEKA, KANSAS
1907

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COMMITTEE ON COURSE OF STUDY.

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TOPEKA, KANSAS, August 12, 1907.

County Superintendents and other School Officials: This Course of Study is authorized and approved by the State Board of Education for use in the common schools of Kansas.

C. C. STARR, *Secretary.*

E. T. FAIRCHILD, *Chairman.*

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PREFACE.

In revising the Course of Study the committee saw no need for radical departures. Aside from the inclusion of a course in Elementary Agriculture, the purpose has been to so adjust the departments as to make the work based upon the new texts as easy, progressive and effectual as possible.

In the revision, the several aims of a course of study have been kept steadily in view:

First—To furnish an outline of the various branches in accordance with established and approved methods.

Second—To advance the pupil through school life, giving him credit for work done and thereby lessening the evil effects of a too-frequent change of teachers.

Third—To unify the work by furnishing a basis for closer and more effective supervision.

Fourth—To enable directors and parents to know better what the schools are accomplishing for their children, and to coöperate with the teachers in the work.

Great care has been taken not to encroach upon the individuality of the teacher. In general, the Course states what matter should be taught and the order of teaching successive subjects; to the teacher is left the *how* to teach them. The chief requirement is, that what is done be well done.

Investigation of school work with reference to the adjustment and arrangement of its various parts, together with the best

means and plans for doing it, will prove to be professional work of the highest order. The teacher who knows most of these matters and who most skillfully adapts them to her daily work will prove to be the most successful teacher. Hence it is suggested that the Course of Study be studied by the individual teachers, and also in the institutes and teachers' meetings during the year.

To be of real use, the teacher must make the Course her constant companion. Read it through and fix the general outline clearly in mind. Refer to it often. Remember, that the pupil is not to be made to fit into the Course but the Course should be used to measure the pupil.

COMMITTEE.

TOPEKA, August 14, 1906.



GENERAL SUGGESTIONS.

Plan.—The work is outlined for nine grades and each grade for seven months. The amount in each division is calculated to be such that a class of average ability taught by a teacher of average ability and under normal conditions will accomplish a grade of work in seven months and the course in sixty-three months. The work should, however, be well done, whether at the end of a term the class may be found to have done more than a grade work or less.

Classification.—Teachers should read the Course carefully. In beginning a school it is best to take a few days to become thoroughly acquainted with the abilities of the children. As fast as a teacher can inform herself, she should place each pupil in each study where he can do good work. Caution must be had not to give a pupil work beyond his ability. Nothing is so discouraging as attempting to do a thing he cannot do well. It is pleasanter to promote than to demote. Pupils should be classified into just as few classes as may be without doing injustice to individuals.

Classes should be designated by grades *always*; as, "Reading 6." Letters of the alphabet should not be used to designate classes, either in calling classes, on the program, or otherwise.

Whenever it is found a pupil should be transferred from one class to another, the change should be made. Sometimes

a pupil may with profit do extra work in some study and advance to the class above.

Alternation.—The following alternations occur: Reading 4 and Reading 5, both together taking the work of the Fourth Grade in 1907–08, and Fourth and Fifth grades taking Fifth-Grade work in 1908–09. Similarly, Reading 7 and Reading 8 alternate. Also, Classics 8 and Classics 9; Language 3 and Language 4; Language 5 and Language 6; Geography and Physiology 4 and Geography and Physiology 5; Geography 7 and Geography 8; History 8 and History 9; Spelling 5 and Spelling 6; Spelling 7 and Spelling 8.

Examinations.—“What an eye-opener a searching written examination would be in schools where teachers talk and explain much and pupils recite very little; where the instruction is given largely in the form of running talks without a halt to test results.”—*Dr. E. E. White.*

“Examinations in our schools cannot cease. They are a component part of the school.”—*Aaron Gove.*

Language has two forms—oral and written, and all will agree that in both forms there should be training. In many rural schools little written expression is called for (and little of that is inspected), except where the county superintendent sends out written reviews. It is suggested that written tests or reviews be sent out monthly or bi-monthly.

Opening Exercises.—Fifteen minutes every morning should be given to general exercises, including devotionals. General exercises may be varied during the week as follows: Monday, current events; Tuesday and Wednesday, oral lessons in agriculture (see outline, page 96); Thursday, music or drawing; Friday, stories having an ethical value.

Calisthenics.—Open windows and doors. Allow no lazy, slovenly motions. Take one or two movements and drill until all move in unison. Insist upon correct position; that all join in the exercise, and that it be vigorous. The pupils will return to their studies refreshed in body and mind and better prepared to do good work. These are merely rest exercises, and should not be continued longer than five minutes.

Music.—Teach vocal music, if you can, during your period for general exercises. Give one lesson each week. Write the scale on the board and drill on singing it. Use any device for developing a tone and giving the timid confidence enough to make an effort. Sing frequently. Many pupils are afraid to sing in school, but they should be encouraged to make the attempt. Singing exerts only the best of influence over a school. Learn many good rote songs. If possible, get song-books for your school.

Drawing.—Encourage your pupils to draw, however crude the attempt at first. If the teacher has time and training to include this as a part of the regular work, there is every reason why she should do so. Drawing can be made a valuable aid in teaching almost any subject: *e. g.*, in geography, by drawing maps; in physiology, by drawing different parts of the body; in arithmetic, by drawing figures to illustrate the problem; in reading, the imagination may be stimulated by drawings of the places and things described in the selection. Drawing also furnishes much pleasing and valuable material for busy-work for the little ones. In fact, it is almost indispensable to successful teaching in the lower grades.

Current Events.—The teaching of current events may be

made an interesting and profitable feature of school work, by taking the general-exercise period once a week for discussing any proper item of news, local or general. Political news, while it should be non-partisan, may be profitably discussed by teacher and pupil. Much of current events may be taught in connection with History, Civics, and Geography, leaving other events for such time as may be had for a special period.

Let pupils take up such questions as may be suggested by the topics discussed, and collect information for forming intelligent judgments.

Pupils should be led to connect local and State affairs with National and International. Teachers should not attempt to analyze too much. *To create an interest in school work as applied to life is the first and fundamental consideration.* As all material in school newspapers is selected from the school-room standpoint, much of what is desired to be taught will be absorbed in home reading and be found "in solution" at recitation-time.

Encourage pupils to get information of parents on current topics, and to consult others better informed than themselves.

NOTE.—Papers which the teacher will find valuable in teaching current events: "The Little Chronicle," published in Chicago; "The Pathfinder," in Washington, D. C., and "The Week's Current," in Chicago, are weeklies. "Our Times," published in New York, "The World's Events," in Dansville, New York, are monthlies.

Ethics.—Few teachers, at least few teachers of experience, fail to recognize the responsibility of the place they occupy. In a position where their word has the weight of authority to children in their charge, spending a large part of their waking hours in contact with and control of minds in the formative state of development, the thoughtful teacher cannot fail to recog-

nize that her influence is a very prominent factor in determining the after character of those who as pupils were subject to her instruction.

While example is and must be the principal source of helpful influence, it is believed that precept, judiciously introduced for brief periods, after confidence and sympathy have been established between pupils and teacher, will be an aid. For this reason, it is suggested that at morning exercises occasional brief talks, not to exceed three minutes in length, on questions relating to Manners and Morals, should be made a part of the program.

SUGGESTIVE PROGRAM.

General Exercises.

Reading 1.
Reading 2.
Reading 3.
Reading 4 and 5.

Reading 6 and 7.
U. S. History 8 and 9.
Classics 8 and 9.

RECESS.

Arithmetic 1.
Arithmetic 2.
Arithmetic 3.
Arithmetic 4.
Arithmetic 5.

Arithmetic 6.
Arithmetic 7.
Arithmetic 8.
Arithmetic 9.

NOON.

Reading 1.
Reading 2.
Language 3.
(Physiology 4 and 5—first 3 months.)

(Geography 4 and 5—last 4 months.)
Grammar 7.
Grammar 8.
Physiology 9.

RECESS.

Writing.
Reading 1.
Reading 2.
Reading 3.
Spelling 4.

History 6.
Language 5 and 6.
History 7.
Geography 7 and 8.

Let the above program be for Monday. It will be observed that Spelling 5, Spelling 6, Spelling 7, Spelling 8 and Civics 9 are omitted. Let us group them as follows into what may be called the

ALTERNATING PART:

Spelling 5 and 6.
Spelling 7 " 8.
Civics 9.

On Tuesday let the alternating part be taken in the first quarter of the day in place of Reading, History, and Classics. On Wednesday in the second quarter of the day in place of Arithmetic. On Thursday in the third quarter, and on Friday in the fourth quarter of the day.

COURSE OF STUDY.

FIRST GRADE.

TEXTS.—*Primer, First Reader.*

Reading.

The method of teaching reading for the first two grades is known as the "Rational Method in Reading," by E. G. Ward. If a copy of the Manual for this method is not in the hands of the teacher, it may be ordered of Silver, Burdett & Co., Chicago.

The first step toward success is for the teacher to make herself thoroughly familiar with the terms and explanations on pages 1 to 8 of the Manual. Although the Ward method of presentation is followed, the list of sight words is compiled from the Wooster Primer.

The order in which phonograms are presented is also changed to meet the needs of the text-books in use.

Arrange phonogram cards in the following order:

Set I.—f, l, m, n, r, s, ā, ē, ī, ō, ū, ing, ings, ight, ights, ě, e, h, b, tr, est, ess, ě, ă, d, t, s, ck, k.

Set II.—p, y, er, ers, sh, w, ǒ, ů, ĭ, ẏ, ip, ick, ch, pl, pr, bl, br, ou, ow, v, ġ, th, a, gr, ed, cr.

Set III.—ä, ġ, y, ô, o, ç, êir, âir, âre, êar, ǒo, o, à, û, u, îr, o, u, x, e, wh, q, qr, z, u, ĭ, çh.

FIRST MONTH.—Teach the following words as sight-words: See, I, you, a boy, me, can, a bird, a nest, the, an egg.

Develop words by means of objects. As soon as the word is clear in the mind of the child, place the words in script on the board. The written word should bring up the idea in the child's mind vividly and clearly. As soon as two or three words are easily recognized, combine in as many different simple sentences as possible. After three words have been taught, it is well to write each word in large vertical script on a card 6 by 9 inches in size. If you can secure the use of a rubber-printing outfit, print the word on the reverse side of the card. As soon as a new word is taught, add the card to the initial stock, and thus form your list of sight words for quick drill.

Teach the phonograms f, l, ā, and t.

Take up three lines of work each day:

1. Drill on sight words.
2. Drill on phonograms.
3. The ear-training.

For full explanation of these three lines of work, consult the Manual, pages 4, 5, 6, 7.

Let your aim be, to have each pupil able to recognize every word assigned, no matter where found. Too much sight drill cannot be given. The separate words must be learned before they can be recognized in combinations with other words. Suggestion: Use the articles "a" and "the" with each noun; as "a dog," "the dog."

SECOND MONTH.—Teach the following words as sight words run, do, drum, play, good, have, he, dog, box, flag.

Phonograms n, r, ē, ī.

Continue three lines of work daily:

1. Sight-reading.
2. Drill on phonograms.
3. Ear-training.

Follow closely instructions given in Ward Manual, pages 5, 6, 7. The three lines of work are fully canvassed on these pages. Read and re-read.

There are two phases of sight-reading:

1. Recognition of words only—the aim being to recognize words without their relation to other words.

2. The combining of these known words into simple sentences. Present the new word before the word drill is given, then add to list of known words.

THIRD MONTH.—Teach will, good, does, red, tell, they, are, water, to, box, fruit, some, us.

Phonograms s, o, t, ing, ings.

Continue daily three lines of work:

1. Sight-reading.
2. Drill on phonograms.
3. Ear-training.

See Manual, pages 5, 6, 7.

In sight-reading, do not omit the daily drill on *all* the words learned, in addition to using them in sentences.

A set of boxes (one for each child) containing all the words taught will prove an aid for busy-work. Each new word as presented should be written in large vertical script on cardboard, and added to those in box.

The words may be arranged on desk in the order in which they are on the board or chart; or the child may arrange on his desk only the words he can name quickly; or he may copy easy sentences from board, and these may be used as reading or writing lessons.

All words commonly used in beginning of sentences should be written on one side of card, with capital letter.

Many other uses for these words will suggest themselves to the teacher.

There should be at least three sets of words in each box, and from four to six of the most common words, as: the, an, is, etc.

One of the first things a child wants to write is his own name.

A good plan is to give each child a card on which is written, in large vertical script, his given name. This can be kept in the tablet and is always ready for use. Size of tablet, 9 by 12 inches.

FOURTH MONTH.—Begin Wooster Primer; go to page 46. Teach the following words as sight words: and, little, eat, book, come, here, is, not, old, tree, where, girl, go, with, green.

Phonograms: k, c, d, ight, ights.

At close of fourth month, this class should know the following words:

see	will	he	a dog
you	good	box	and
I	does	fruit	little
a boy	red	some	eat
me	tell	us	a book
can	they	run	come
a bird	are	do	here
a nest	water	a drum	is
the	flag	play	not
an egg	to	have	the girl
old	a tree	where	green
go	with	did	

Be sure that these words are thoroughly learned before attempting to do more. It is believed that as much has been assigned as the average child can well learn, and as much as

the average teacher can do thoroughly. Continue the sight drills both from the cards and from the list on the board. Success with the Primer depends on the thoroughness of the preparatory work.

Review the following phonograms: f, l, m, n, r, s, ā, ē, ī, ō, t, ing, ings, k, e, d, ight, ights.

Continue daily the three lines of work as given in previous months:

Order of presenting a word:

1. By means of objects, teach the idea.
2. Secure the oral expression of the idea.
3. Make the crayon say it.

An essential element of good reading is the quick recognition of words. This comes only through experience. Hence, good reading depends upon the amount of reading matter, within the child's vocabulary, that the teacher presents.

Insist upon the correct expression of every sentence.

Let us understand that *phonic word-drill* should be emphasized during the first grade; during the second and third grades the phonic drill should be emphasized.

First Readers should now be had and used in connection with the Primer. Keep First Readers on teacher's desk, and during part of each recitation or all of certain recitations use lessons from it for sight-reading. Choose lessons having few new words. If there be one or two new words, drill on them a moment before reading. The class should finish the Primer and the first fifty pages of the First Reader in this grade.

FIFTH MONTH.—Pages 46 to 60.

Keep up a continuous review during this and the following months. Teach the phonograms as they occur in words in the reading lessons.

SIXTH MONTH.—Pages 60 to 79.

SEVENTH MONTH.—Pages 79 to 87, and review.

Schools having an eight-months term will take Classic No. 77, "Flower Friends," Part I, Educational Pub. Co., Topeka, Kansas:

Language.

OBSERVATIONS.

In the hand of a teacher who is interested and thoughtful, the language lesson may be one of the most fruitful activities of the school-room. To such a teacher the pupil comes with a given amount of ideas and possessing a certain degree of ability to express these ideas freely and correctly in an oral way. She takes him where he is, and gradually, year after year, enlarges his scope of ideas and thoughts and trains him into more freedom and correctness of expression. The first year or two she lets him express himself just a little in writing, gradually increasing the amount of such until at the end of school life he leaves her, if her ideal be reached, a thoughtful man, able to express himself freely and correctly either by tongue or pen.

Language training should not be confined to the language class. Every school exercise should be a language lesson. Memory-training is not all of education. In reading, in arithmetic, in history, in every recitation, strive to awaken the imagination. In every recitation stimulate to freedom and correctness of expression.

Caution must be used that language lessons be not too formal. The children should not become self-conscious. Put them at ease. Secure vivacity. The recitations should be frequent, short, and lively.

The use of correct forms is a habit, and habit comes of repe-

tition. It is of little use to correct an error if it be not challenged thereafter. The test of success in teaching a correct form is the habit of the pupil to use it without conscious effort.

Suppose the pupil is taught the use of the period: thenceforward, this form must be emphasized. An omission must not escape. He must correct every error. It is folly to load him with other forms. When is the teaching process completed? When the pupil without effort thinks to place the period properly, when an omission attracts his attention.

ORDER OF DEVELOPMENT.

Re-telling stories.

Copying sentences and paragraphs.

Writing from dictation.

Letter-writing.

Narration and description.

Caution: Assign no writing that you do not expect, yourself, to carefully inspect.

All language work of the first four grades should be done in connection with the other studies.

The language work of the fifth and sixth grades should be correlated with and partly based upon the other studies.

The lessons herewith outlined for the first four grades may be easily handled in schools having two or more teachers, but for reasons obvious to one working in a one-teacher school it is thought not best to require her to have separate language lessons. It is suggested, however that she may make every recitation a language lesson and may frequently give the greater part or all of a reading or number lesson to language-training. Where justified, one may give part or all of the work outlined under language. It is suggested that in one-teacher schools

when separate language periods are not had for the first four grades the teacher will profit in making other lessons language lessons if she will study the suggestions and model lessons.

For first grade see Course for second grade. First-grade pupils should take the same topics as the second-grade class, and where program is crowded, both classes may recite together, the first-grade taking oral work only in connection with the topics assigned. For seat occupations, busy-work adapted to the topic under consideration should be used.

Arithmetic—First Grade.

Number work the first year should be very informal and closely correlated with the lessons in reading and language. The work as outlined is based on Van Amburgh's "First Days in Number" for the first and second years. The "Introductory" chapter should be read carefully by each teacher. No other operations should be taught than those given therein. Text to be in the hands of the teacher only.

FIRST MONTH.—Pages 9 to 22.

Count to 10. Teach numbers by objects only. Teach to write numbers to 5. Teach pupils to recognize groups of objects to 5.

Use many objects, and spend the month getting the idea of number. Do not attempt to do much, if any, combination work. Supplement the work given in the text whenever class needs require. Teach the combinations for 2.

SECOND MONTH.—Pages 22 to 33.

Count to 30. Write numbers to 15. Teach the combinations of 3 and 4. Drill thoroughly on all work attempted. Do not try to do too much.

THIRD MONTH.—Pages 33 to 40.

Count to 50. Write numbers to 20. Review combinations of 2, 3, and 4, and teach the combinations of 5. Teach the Roman notation to V.

FOURTH MONTH.—Pages 40 to 52.

Count to 75. Write and read numbers to 25. Teach the combinations of 6 and 7. Teach the Roman numerals VI and VII.

FIFTH MONTH.—Pages 52 to 62.

Count to 100. Write and read numbers to 50. Teach the combinations of 8. Review the combinations of 6 and 7. Review all the Roman numerals taught.

SIXTH MONTH.—Pages 62 to 72.

Count by 2's to 10. Write and read numbers to 75. Teach the combinations of 9, and review 4, 6, and 8. Teach the Roman numerals VIII and IX.

Constantly review. Give varied animated drills. Have class do much original work by bringing their own material to illustrate the little problems they may make.

SEVENTH MONTH.—Pages 72 to 83.

Count by 2's to 20. Write and read numbers to 100. Teach the combinations of 10. Teach Roman numeral X. Review all the work of the year. Do much original work. Do much review drilling, making the review drills largely oral.

Do not attempt to go beyond the assignment for this year. As much work has been outlined as should be attempted by any first-year class.

Schools having an eight-months term review carefully all work gone over.

Spelling—First Grade.

Spell words from reading lessons. For suggestions, see First Grade Reading.

Writing—First Grade.

Good plain writing is essential, and the subject should have a place on every program. Writing is a habit, and good writing is only attained by careful, intelligent practice, always with certain standards of excellence. So insist upon all written work being done in the same high order.

Teach writing with other work. Use pencil at least four inches long, reasonably sharp and not too hard; No. 2, if not too hard, is recommended. The writing of this grade should be large, full and clear. Do not require too much, and watch the development of forms. Begin movement drills on the oval in the last half of the year.

SECOND GRADE.

TEXTS.—*First Reader, Second Reader.*

Reading.

PURPOSE.—(a) Sight vocabulary. (b) Expression.

In assigning the reading lesson, be definite; drill pupils on new words, seeing to it that the pronunciation is correct. Show them how to study the lesson.

FIRST MONTH.—*First Reader*, pages 1 to 50.

During this month, review carefully all words taught last year. Spend much time in reviewing the phonograms and lists given for blend drill. Use your sight-cards for this review,

aiming at quick recognition of all words. Use, also, chart of sight-words which you made for last grade. Use the words in simple sentences and stories from the blackboard. The lesson may be concealed by a curtain until class-time.

The phonograms of Set I should be recognized at sight in either script or print. The success of the second grade's work depends largely on the facility in use of phonograms in blend drill. Study carefully pages 8 and 9 in Ward Manual. Teach the phonograms from Set II that occur in these lessons. Have all words thoroughly mastered from blackboard before attempting to read a lesson.

Do not let any child try to read until he can give the whole sentence.

As each new phonogram is taken up, use the blend drill corresponding to it as found in Manual.

Study pages 12 and 13 in Manual for suggestions on this stage of reading.

Keep list of all the words given in the lessons, and use for daily review.

This class may also use the boxes prepared for first-grade class as language work. Building sentences, then copying on slates or paper, or copying from board.

SECOND MONTH.—Pages 50 to 77.

When a new phonic sound is presented, follow it with the blend drill for that sound. In selecting words for a blend drill on a new sound, be sure to eliminate all words containing phonograms that are not familiar to the child. Study carefully pages 10 and 11 of the Manual.

Many teachers find it better to have the readers kept at the teacher's desk, and only placed in the hands of the children

during the recitation. This insures sight-reading and keeps the material fresh for the lesson.

Give daily drills on Set I of phonograms. Teach the phonograms: p, w, \bar{y} , er, ers. Set II.

THIRD MONTH.—Pages 77 to 102.

FOURTH MONTH.—Pages 102 to 129.

FIFTH MONTH.—Begin Second Reader. Pages 7 to 47.

Read the preface and note to teachers in the first part of the text, and become familiar with the author's plan and purpose. Drill on the pronunciation of words and spelling. Use the written exercises.

In the recitation, let the pupils tell the story. See who can tell it best. Let them commit the poems and recite before the class. Do not neglect the phonic drills.

There are three objects in this drill: (a) to teach the marks; (b) to train the tongue; (c) to train the ear. The training of the tongue and the ear is usually slighted.

SIXTH MONTH.—Pages 47 to 93.

SEVENTH MONTH.—Pages 93 to 145.

Schools having an eight-months term will take the following Classic: "Some Bird Friends," 5 cents per copy, Educational Publishing Company, Topeka. No. 76.

Language—Second Grade.

The course for the second grade is based on Cooley Manual, No. 1, and the Primary Plan Books. (A. Flanagan & Co.)

Facility of oral expression should be the aim. Pupils should be furnished interesting knowledge to express, and taught to express this knowledge with originality and freedom. From the first, errors of speech should be corrected.

Oral reproduction may consist of complete statements in answer to questions asked, afterwards telling the story by connecting the statements. Written reproduction comes only after oral reproduction, for the child cannot be expected to write well anything which he cannot first tell.

Under "Language Proper" the correct use of a number of words is taught in connection with the regular work and not as a separate, technical training.

Written work may include copying of sentences and short paragraphs that have first been developed orally by the teacher, told by the pupil and copied on the board by the teacher to be first read and then re-copied by the pupils. New words should be learned before the lesson is written on the board by the teacher. As second-grade pupils advance, the writing on the board of oral reproductions given by pupils may be omitted by the teacher and pupils asked to reproduce in writing what they have given orally. The papers may then be corrected and rewritten. It is a good plan to copy on the board an uncorrected paragraph and ask the pupils to suggest corrections.

The aim of the following outline is to teach, in addition to correct written and spoken language, a love for nature, good literature, and good pictures.

FIRST MONTH.—*Observation*: Study of autumn flowers, making a specialty of the nasturtium, sunflower, and sweet pea. Bring plant, root, stem and flowers into the school-room for study.

Tell about uses of root, stem, leaves, and flowers. Describe each orally. Lead pupils to give statements, as: The stem is long. The stem is round and green. The sunflower is yellow. It is round. The seeds are brown and white.—Have second-

grade pupils write the sentences they have given orally. First-grade pupils could draw the sunflowers and leaves and color with crayon; also cut both from yellow and green paper. Sewing cards may be pricked with the outlines of the flowers and leaves. Study of color.

MODEL LESSON—THE SUNFLOWER.

First and Second Grades.

Bring the whole plant into the school-room. Talk about the uses of each part, naming the parts where children are not able to supply names.

Q. Where does the sunflower grow?

A. The sunflower grows by the roadside.

The teacher may write on board the answers that pupils give, making necessary corrections. Second-grade pupils may then read what the teacher has written.

Q. What holds the plant in the ground?

A. The roots hold the plant in the ground.

Q. What part gathers food and drink?

A. The roots gather food and drink.

Q. Where are the roots?

A. The roots are in the ground.

Q. What part of the plant holds up leaves and flowers?

A. The stem holds up the leaves and flowers.

Q. What color are the stem and leaves?

A. The stem and leaves are green.

Q. What color is the sunflower? What shape?

A. The sunflower is round and yellow.

Q. What color are the seeds?

A. The seeds are brown,

The second-grade pupils, after reading the answers they have given, may copy them from the board.

First-grade pupils draw sunflower, leaves, and seeds, separately. Color with crayon. Cut a sunflower from paper.

The nasturtium and sweet pea may be studied by both grades in a similar manner.

Picture Study: The Pet Bird—Von Bremen. (Perry, No. 792.)

Stories and Poems: Hiawatha's Childhood. Read this part of the poem to the pupils, and by questions lead them to make complete statements.

MODEL LESSON—HIAWATHA.

(*First and Second Grade—First Month.*)

Read the story of Hiawatha's childhood. Explain as the poem is read: Big-Sea water (lake), cones, wigwam, firs, linden, moss, rushes, reindeer, sinews, pine tree, owlet, fireflies, brakes, rainbow, flecks and shadows on the moon. Show pictures to assist in explanation of the foregoing. Meaning of "stilled his fretful wail," "lulled him into slumber," "Ewawea," "lapping of the water," "flitting through the dusk of evening," "rippling," "angry," "fade and perish," "hooting," "native."

After reading the poem to the children, ask questions on the poem similar to the following: Who was Hiawatha? Tell something about his appearance. In what kind of cradle did he swing? With what was it lined? Who rocked it? What do we call an Indian baby? What do we call an Indian woman? Who was Nokomis? What did she do for Hiawatha? What stories did she tell him? What did he see as he lay in his cradle? What did he call the firefly? Did Hiawatha ever get

frightened? Was he afraid of the dark? What did Nokomis tell him to make him go to sleep? What sound did the owl make? What did Nokomis think the rainbow was? In what kind of a house did Hiawatha and Nokomis live? What grew behind it? What color was the water before it? What kind of trees grew near? What grew upon the fir trees?

Answers to the foregoing should be orally by both first- and second-grade pupils, and sentences given written on the board for second-grade pupils to read and copy, as follows:

Hiawatha was an Indian boy. His skin was red and his hair black. He had a linden cradle. It was lined with moss. His grandmother rocked it. She sings songs to him and tells him stories. She tells him about the moon and stars. He saw the fireflies. They were his candles. He heard the owls hoot. and was afraid. Nokomis thought the rainbow was made of flowers. Hiawatha and Nokomis lived in a wigwam. The lake was before it. Cones grow on the trees.

Have pupils of the first grades draw, cut and paste the wigwam, canoe, cradle, trees, lake, rainbow, moon and stars, firefly, owl, bear, bird. Paint with water-colors or colored pencils. Pupils may be given sticks or seeds to lay the outlines of the wigwam, cradle, pine trees, moon and stars. On sewing-cards prick the outline of the bear, birds, wigwam, owl, rainbow, cradle, canoe, moon and stars. Use different colors in sewing. Poems for study: Wynken, Blynken and Nod, The Rockaby Lady—Eugene Field. September, and Leaves at Play. Memorize the first stanza of "September." Read to pupils the story of Clytie for oral reproduction.

Language: Correct use of has, have; is, are; each, all.

(See Model Lesson for study of "September," third grade, first month.)

SECOND MONTH.—*Observation:* Study of autumn fruits—apples, grapes, peach, plum, pear. Form, color, size, surface, pulp, skin, core or stone, seeds, or kernel. How prepared for use.

Seeds: Collect different varieties; describe and tell whether useful as food; means of transportation; how scattered; how protected.

Disappearance of insects. Migration of birds. Falling leaves. Change in atmosphere and in length of days and nights.

Lead pupils to give sentences which reproduce the talks on nature work.

First-grade pupils should draw and color fruits and leaves studied. Paper-cutting and card-sewing based on the October nature work may also be done by first-grade pupils as busy-work while second-grade pupils prepare written reproductions.

Picture Study: The Sower and the Seed. Millet. (Perry Pictures, No. 310.)

Poems and Stories: Memorize first verse of October—H. H. Jackson. Study poem; have pupils describe the scene they think the poem pictures. Study and reproduce orally the poems Apple-Seed John and The Tree. Read the story of The Anxious Leaf, and The Sleeping Apple. Story of Columbus.

Language Proper: Correct use of is, was; there is, there are; eat, ate, eaten; a, an; in, into.

THIRD MONTH.—*Observation:* Nuts and squirrels; birds; preparations for winter; animal and vegetable foods, with special mention of corn, pumpkins, turnips, squashes, onions, and potatoes. Describe each orally. First grade draw objects studied.

Study of Nuts: Collect different kinds. Name each, and

tell where it grows. Tell about covering of each—shape, size, color, surface. Draw picture of each. Make a special study of the hickory nut.

Squirrels: Color, covering; food, how obtained; feet, claws, teeth; kinds of squirrels, uses, winter home. Develop sentences such as: The squirrel eats nuts. He lives in the woods. He has strong teeth. Squirrels have fur coats.

Study of Birds: Talk about winter habits, nests, etc. First grade draw picture of birds and birds' nests.

Picture Study: Piper and Nutcrackers—Landseer, No. 903.

Poems and Stories: Hiawatha's School. November—Cary. Story of Pilgrims and Thanksgiving. Memorize "The Mountain and the Squirrel."

Language Proper: Abbreviations; names of the days of the week; correct use of teach, taught; learn, learned; child, children; woman, women; make, made.

FOURTH MONTH.—*Observation:* Lights of the world—sun, moon, stars. Snow, ice, snowflakes. Evergreen and holly. Rabbits, winter birds, sheep.

Picture Study: The Nativity—Hoffman. (Perry, No. 797.)

Poems and Stories: The Sun's Travel. The New Moon. Twinkle, Twinkle, Little Star. Hang Up the Baby's Stocking.

Language Topics: Abbreviations; names of holidays and months; exclamation-mark; correct use of shine, shone; give, gave; hang, hung; freeze, froze; slide, slid.

FIFTH MONTH.—*Observation:* The body.

Picture Study: Can't You Talk?—Holmes. (Perry Pictures, No. 1063.)

Stories and Poems: Life in hot and cold countries as com-

pared with our own. The Child's World, The Hayloft, and The Land of Story Books—Stevenson. One, Two, Three—H. C. Bunner. The Lost Doll—Kingsley.

Language Proper: Correct use of see, saw; to, too; here, there; do, does; words denoting relation. Use of capital for names of Deity.

SIXTH MONTH.—*Observation:* Forms of water—rain, vapor, clouds, fog, mist, hail, snow, ice, sleet, steam.

Picture Study: Pictures of Washington and Lincoln and their homes.

Poems and Stories: Stories and poems of patriotism; stories relating to St. Valentine's Day. Four friends of the children—Alice Cary, Phoebe Cary, Eugene Field, Celia Thaxter.

Poem Study: Our Homestead—Phoebe Cary.

Language Proper: Correct use of write, wrote, written; fall, falls, fell, fallen; rise, rises; rose, risen; I've, I have; I'm, I am.

SEVENTH MONTH.—*Observation:* Awakening life. Study of buds on trees and shrubs; plant window gardens, and write sentences giving reports of growth of plants. Make drawings of plants in various stages of growth. Keep bird calendar showing date when each bird was first seen by pupil. Work of the wind. Study of windmills.

Picture Study: Spring—Corot. (Perry, No. 484.)

Language Proper: Correct use of burst; sleep, slept; awake, awoke; waken, wakened; swell, swelled; know, knew; this, that; these, those.

Schools having an eight-months term should continue plant observations.

Arithmetic—Second Grade.

The number work for this year is based on Van Amburgh's First Days in Number. The book to be in the hands of the teacher but not in the hands of the pupils.

Make many problems; be rapid and accurate. Require all board and seat work to be done neatly. Language forms, both oral and written, should be used to state the relations learned. Much of the material in the text may be placed on the board and copied for seat work. While this may assist the teacher in solving the problem of "busy-work," be careful that too much written work is not given, and do not allow the copying of work from the board to take the place of the recitation.

FIRST MONTH.—Review all of the first-grade work, and in addition take pages 83 to 87 of the text, which is review also. Teach Roman numerals to XV.

SECOND MONTH.—Pages 87 to 95.

Teach the combinations of 11, 12, and 13. Teach the Roman numerals to XX. Drill in writing and reading of numbers to 200.

Be thorough. Make most of the drill oral. Do not allow written work to predominate.

THIRD MONTH.—Pages 95 to 105.

Teach the combinations of 14, 15, and 16. Teach the Roman numerals to XXX. Teach the writing and reading of numbers to 500.

FOURTH MONTH.—Pages 105 to 115.

Teach the combinations of 17, 18, and 19. Teach the Roman

numerals to XL. Teach the writing and reading of numbers to 700.

FIFTH MONTH.—Pages 115 to 123.

Teach the combinations of 20. Teach the Roman numerals to L. Teach the writing and reading of numbers to 1000. Review all the combinations taught this year. This review drill may be largely abstract.

SIXTH MONTH.—Pages 123 to 136.

Miscellaneous work. Be thorough. Supplement freely.

SEVENTH MONTH.—Pages 136 to 145.

Thoroughly review and complete the text.

Schools having an eight-months term, review from pages 95 to 123; give much supplementary work.

Spelling—Second Grade.

Spell words from reading.

Writing—Second Grade.

Continue the work on accurate forms, with more movement drills. Pen and ink may be introduced the last of this year with copy-book No. 1.

Use only good pens with medium point. Watch that pen is placed on paper so that there is no scratching. Do not allow penholder to be gripped too hard by fingers or too much pressure put upon paper with pen. These points are to be watched because of change from use of pencil to pen.

THIRD GRADE.

TEXTS.—*Second Reader, Third Reader, Copy Book No. 1.*

Reading.

PURPOSE.—

- (a) To gather thought.
- (b) Expression.
- (c) Word study.

The work of the third grade differs from that of the first and second. The child entered school able to think and express thoughts in vocal symbols.

In the first two grades he is trained to get thought from the printed symbols. Beginning with the third grade the teacher's plan of work should enlarge his comprehension. In addition to sight-knowing his own vocabulary, the child should study many unfamiliar words, more complex forms of sentences, inverted forms, figures of speech, and aesthetic conceptions. Ask many questions to test the understanding.

Require pupils to give substance of the lesson in their own language, sometimes orally, sometimes written. Once each week let pupils write short stories upon familiar subjects; let these be read before the class.

Have pupils commit poems and see who can recite them best before the class.

Pupils in this grade should be taught to use the dictionary freely, so that they can find for themselves the pronunciation of words, not the meaning. Teach pupils to derive the meaning of a word from the way it is used in the sentence at hand.

FIRST MONTH.—*Second Reader, pages 93 to 135.*

SECOND MONTH.—*Pages 135 to 168.*

THIRD MONTH.—Third Reader, pages 11 to 59.

FOURTH MONTH.—Pages 59 to 98.

FIFTH MONTH.—Pages 98 to 144.

SIXTH MONTH.—Pages 144 to 190.

SEVENTH MONTH.—Pages 190 to 232.

Language—Third Grade.

Alternate with Language of the Fourth Grade, teaching fourth-grade work in 1907-08, and that of the Third Grade in 1908-09.

At least three-fourths of the language and composition work in the third and fourth grades should be oral. It is therefore urged that oral descriptions and reproductions of stories, and memorizing of good literature, be continued.

Blackboard work under the teacher's supervision is valuable as a class exercise. The written work should be brief, and the mistakes noted and corrected by pupils in class, under the teacher's direction. Pupils should be encouraged to write short letters and to make word-pictures of scenes or objects. Correct indenting, capitalization and punctuation can only be secured by constant watchfulness on the part of the teacher and pupil. Frequent dictation exercises should be given for drill in the mechanics of composition.

The work for this grade is based on the Cooley Manual, Book 2, and the Intermediate Plan Book (A. Flanagan & Co., Chicago). The following books will be found helpful to teachers in presenting the nature work and literature of the third and fourth grades: Nature Study and Related Literature—Anna E. McGovern, and The Third School Grade—Henrietta M. Lilley. Both published by A. Flanagan & Co., Chicago. As an aid in the treatment of reproduction stories and fables,

DeGarmo's Language Lessons is suggested. Published by the American Book Co. Bartlett's First Steps in English, published by Silver, Burdett & Co., will be found valuable in presenting the work under "Language Proper."

FIRST MONTH.—*Observation*: Autumn flowers, with a special study of the golden-rod, sunflower, and aster. Bring plants to school-room and make a study of the root, stem, leaves, and flowers; time of blooming; meaning of name; locality where found; service rendered to the plant by the bees and butterflies; service rendered to the bees and butterflies by the flowers. After completing the individual study, compare the plants as to the same points.

Picture Study: A Fascinating Tale—Ronner (Perry Pictures, No. 1099.)

Poem Study: When the Woods Turn Brown—Lucy Larcom. September—Helen Hunt Jackson (from her "Poems," copyrighted by Little, Brown & Company, and reprinted here by their permission). Model Lesson on study of poem, September.

1.

The golden-rod is yellow,
The corn is turning brown;
The trees in apple orchards
With fruit are bending down.

(1) What season is it? Why? (2) What color would the sky be? (3) Would there be clouds? If so, what color? (4) What flower blooms? (5) What color is it? (6) What do you suppose the farmer is doing? Why? (7) How do the orchards look? (8) Are there many apples? Why? (9) What color do you think the apples are? (10) What is the color of the leaves and grass? (Lead pupils to see that the leaves and grass have not yet put on their autumnal colors.)

First and second grades memorize above stanza.

Second grade read and copy the following sentences which have been developed from the questions and written on the board:

It is September. The sky is blue and the clouds are white. The golden-rod is in bloom. It is a yellow flower. The grass and leaves are green. The men will cut the corn. Apples are ripe. Many red apples are on the trees. We will pick them.

FIRST MONTH.—Memorize entire poem. See questions for first and second grade on first stanza.

2.

The gentian's bluest fringes
Are curling in the sun;
In dusty pods, the milkweed
Its hidden silk has spun.

Describe the gentian. Where does it grow? When does it bloom? Describe a milkweed pod. Why are they called dusty? What color are the seeds? How are they scattered? Find the silky wings. Draw the picture of a milkweed pod.

3.

The sedges flaunt their harvest
In every meadow nook,
And asters by the brookside
Make asters in the brook.

What are sedges? (Plants growing in moist ground.) Meaning of "flaunt"? What is their "harvest"? What is a "meadow nook"? Meaning of lines three and four?

4.

From dewy lanes at morning
The grapes' sweet odors rise;
At noon, the roads all flutter
With yellow butterflies.

Meaning of "dew lanes"? Do you suppose these were wild or cultivated grapes? Why? Meaning of "odors"? Meaning of lines three and four?

5.

By all these lovely tokens
 September days are here,
 With summer's best of weather
 And autumn's best of cheer.

Meaning of "tokens"? Name all the tokens of September. Show that September has both summer and autumn. Meaning of "cheer"?

Written Work.

Written Work.—Have pupils give sentences about the golden-rod, corn, apple tree, milkweed, asters, grapes, butterflies. Copy the sentences on the board in paragraphs (one short paragraph on each topic). Have pupils read from the board and then copy on paper, making drawings of the things they write about. Examples: Butterflies have yellow wings. The butterfly likes flowers. It flies like a bird.

The golden-rod is a tall flower. It has a long stem. The flowers are yellow. Each little flower looks like a star. The stem is round and hard.

Grapes grow on vines. Grapes are round. Wild grapes are purple when ripe. They grow in bunches.

Have pupils give oral description of the scene pictured in the poem. Write the best one on the board, and call it "A September Scene."

Language Proper: Correct use of do, did, done; eat, ate, eaten; swim, swam, swum; words of opposite meaning.

Dictate sentences, omitting the word in the above list that pupils are to supply. Have pupils write sentences, using the

words correctly; also write sentences on the board, leaving blanks to fill.

SECOND MONTH.—*Observation:* Study of autumn flowers continued, giving special attention to the milkweed and thistle. Note the fact that the thistle is not a native plant, but was introduced from Europe; is of use only to birds; means farmers take to kill it; grows in almost any kind of soil. Draw the leaf, flower and whole plant of the thistle.

Find reason for the name of the milkweed. What kind of soil does it like? Call attention to the shape, number and arrangement of leaves on the stem. Lead pupils to compare the milkweed and thistle. Home; characteristics; work of root, stem, leaves, and flowers; structure; how seeds are protected; number of seeds; how scattered; uses. Draw plants. Written work should consist of the reports of observations and comparisons.

How seeds are scattered—wind, water, and animals; man scatters more seed than all other agencies combined, as he is constantly buying and selling plants and seeds. Discover by actual observation the various coverings of seeds—chaff, husk, pod, shell, flesh, and rind. Find seeds that fly, as maple and dock; seeds that sail, as thistle, milkweed, and dandelion; seeds with hooks, as burdock and cockle-bur.

Birds: Show picture and read description of the following: woodpecker, meadow lark, dove, and blue-jay. If no chart showing the birds named is at hand, secure colored plates for each. (Prang Publishing Co., Chicago.)

Picture Study: Feeding Her Birds—Millet. (Perry Pictures, No. 521.)

Poems and Stories: Little Dandelion; Little Gustava; Seed-

lings on the Wing; Coming and Going. Memorize the poem, October—H. H. Jackson. Compare with the poem, September.

Language Proper: Choice of descriptive adjectives; correct use of has been, have been; has had, have had.

THIRD MONTH. — *Observation:* Preparation for winter: Nature's preparation—Leaves are dropped, buds are coated, wood hardens, sap goes to roots. Insects' preparation—Spin cocoons; bury themselves; store food underground. Animals' preparation—Shed coats and get warmer coverings; store away food for winter; sleep during the winter. Man's preparation—Storing away of food, fuel, coal and wood; warmer clothing. Birds' preparation (migration)—Cause of migration, climate and food supply. Prepare to go in flocks, pairs, and singly. Routes of migration—by sea, mountain, valley, or river. Change in appearance.

Continue study of birds begun in second month. Make a special study of the hen, pigeon, or turkey.

Beavers—Covering, characteristics, head, eyes, teeth, tail, feet, home, dams, food, uses.

Covering of animals—Wool, fur, hair, scales, feathers, skin, shell.

Picture Study: Pilgrims Going to Church—Boughton. (Perry, No. 1339.)

Poems and Stories: November—Alice Cary. Stories and poems relating to the first Thanksgiving. Coming and Going—Henry Ward Beecher. Read short selections from works of Louisa M. Alcott, whose birthday occurs November 29, and William Cullen Bryant, whose birthday occurs November 3.

Language Proper: Correct use of it, its; fly, flew, flown; go, went, gone; come, came, come; sing, sang, sung.

FOURTH MONTH.—*Observation*: Lessons on tea, coffee, and wool. Tea—Show pictures of the plant, samples of dried tea leaves, and maps and pictures of countries where tea is grown. Describe the plant; how cultivated; preparation for market; varieties; where grown. Coffee—Material: pictures of the tree, coffee berry and beans; ground and unground, roasted and unroasted coffee. Describe the tree and berry; preparation for use; cultivation; where it grows; uses of coffee.

Study of cows and sheep. Cow—food and eating; structure of feet and legs; horns; the cow's usefulness. The sheep, leading to a study of wool. Materials: Pictures of sheep, wool products, and sheep leather or chamois skin. Description of the sheep—covering, color, characteristics, teeth, nose, horn, limbs, toes, food, care, use. Wool—Materials: pieces of different kinds of woolen cloth. Process of cloth-making—Washing, shearing, sorting, combing; the factory; articles manufactured.

Picture Study: Sistine Madonna—Raphael. (Perry Pictures, No. 322.)

Poems and Stories: Christmas stories. The Boy and the Sheep. The Blind Weaver. Little Brown Hands.

Language Proper: Choice of adjectives. Correct use of give, gave; take, took, taken; weave, wove, woven; sheep, sheep; cow, cows; ox, oxen; flock, herd; I have, he has; I am, he is, we have; see, saw, seen; two, to; our, hour; there, their.

FIFTH MONTH.—*Observation*: Lights of the world—Sun, moon, and stars. Stars or constellations most easily found—Evening Star, Great Bear, or Dipper, North Star. Evergreens—Shape, height, trunk, branches, buds, leaves—shape, thickness, number; cones, bark, juice, wood. Varieties; where found.

Animal life—Cat, bear, rabbit, seal, reindeer. The Bear—Material: Pictures of bears, and if possible, bearskin. Where found; varieties; description; food; habits; use to man. Seal—Materials: Pictures of seals and some article made of seal. Where found; appearance; food; habits and use. Rabbits—Gather information from pupils as much as possible. Call for descriptions without aid of pictures, and then compare descriptions with the pictures. Discuss habits and characteristics. The reindeer—Description, color, food, uses to men. House-cat—Descriptions from actual observation. For treatment of the subject, see Book I, Cooley Series. Winter Birds—Snowbirds and sparrows.

Picture Study: Puss in Boots. (Perry Pictures, No. 2022.)

Poems and Stories: The Sun's Travels. The Shadows—R. L. Stevenson. The New Moon—Mrs. Follen. Kitten and the Falling Leaves—Wordsworth. Fables and stories connected with the topics, Lights of the World, and the Cat, Cooley Book I, Stories of hunting and hunters.

Language Proper: Use of exclamation-mark. Correct use of shine, shines, shone; mouse, mice; tooth, teeth; foot, feet; toe, toes.

SIXTH MONTH.—*Observation:* Condensation and evaporation. Clouds. Perform simple experiments to illustrate evaporation. Dogs—Materials for study: Pictures of dogs, and actual observation. Description and comparison; food and teeth; manner of drinking; covering; characteristics; expression of feeling; services they render us. Varieties—St. Bernard, Newfoundland, Shepherd, Eskimo.

The horse—Description from actual observation; covering; movements; food; characteristics; uses to man; kind of horses.

Picture Study: Shoeing the Horse—Landseer. (Perry Pictures, No. 908.)

Poems and Stories: Story of Valentine's Day. Discuss Kansas Day. Nahum Prince—Edward Everett Hale. The Village Blacksmith. The Arab to His Favorite Steed. Ranger. Memorize "The Endless Story." Study "Little White Lily" and "Water-Bloom." Stories for reproduction—Rainbow Queen, Iris and Buttercups from the Pot of Gold.

Language Proper: Capitals at the beginning of lines of poetry. Correct use of fall, falls, fell, fallen; rise, rises; rose, risen; I've, I have; I'm, I am; run, ran, run; lies, has lain; speak, spoke; there, their; no, not, none; lie, lay; lies, lying.

SEVENTH MONTH.—*Observation:* Awakening Life. Plant window gardens. Make observations on the bean, pea, corn; write and draw, after examining seed in different stages of growth. Study bulbs, roots and buds. Classify and make as large collection as possible.

Picture Study: Anxiety—Olivie. (Perry Pictures, 1115.)

Poems and Stories: The Daffodil—Wordsworth. The Poppy Seed. Memorize "Shower and Flower." Read for reproduction, All the Year Round Story.

Language Proper: Choice of descriptive adjectives. Adjectives. Comparatives. Homonyms. Verb form.

Arithmetic—Third Grade.

The work for this year is based on the Wooster Arithmetic, Grade II. The book may be in the hands of the pupils, as the judgment of teacher or superintendent may dictate. The work for the year as outlined includes the mastery of addition and subtraction and the multiplication tables up to and including the 5's. See that the signs of multiplication and division are

clearly understood. Be careful about all work in analysis. Use correct statements. See that all written work is neatly and properly done.

FIRST MONTH.—Pages 5 to 40.

This is largely a review of the second-year work. Be thorough.

SECOND MONTH.—Pages 40 to 57.

Write and read numbers to 5000. Teach the Roman Notation to LX. Give example problems in addition and subtraction. Teach pupils to count by 2's and 3's. Teach the 2's and 3's of the multiplication tables.

Suggestion: *Never allow children to count on their fingers, or by making marks or tapping.*

THIRD MONTH.—Pages 57 to 75.

Continue drill in writing and reading of numbers; in addition and subtraction. Teach division by 2 and 3. Give simple problems for analysis and require analysis to be given in full.

FOURTH MONTH.—Pages 75 to 90.

Teach the 4's of the multiplication tables. Teach to count by 4. Teach to multiply by 2; by 3. Continue drill in addition and subtraction. Give thorough drill in the use of all fractions given in the text.

FIFTH MONTH.—Pages 90 to 125.

Teach the table of 5's. Review all others taught. Continue drill with fractions and in addition and subtraction. Teach the Roman notation to C. Emphasize analysis, both oral and written.

SIXTH MONTH.—Pages 31, 39, 45, 49, 53, 57, 78, 81, and 89.

Teach tables of Time Measure; Dry Measure; Avoirdupois Weight; Liquid Measure; Long Measure; United States Money.

Give simple problems in reduction. Pages of the text are given where this work may be found. Much supplementary work may be given.

SEVENTH MONTH.—Pages 117 to 129.

Drill during the whole month for speed and accuracy in addition and subtraction. Thoroughly review the tables of the 2's, 3's, 4's, and 5's.

The work of the year should be characterized for accuracy and speed.

Schools having an eight-months term, review from page 57 to 125. Give much supplemental work.

Spelling—Third Grade.

Spell from Readers.

Writing—Third Grade.

Copy Book No. 1 and Outline Practice Book "A."

Continue drill movement on oval forms.

FOURTH GRADE.

TEXTS.—*Fourth Reader, Elementary Arithmetic, Primary Physiology, Primary Geography, Copy Book No. 2.*

Reading.

The work of this grade should be more comprehensive than that of previous ones. The thought and sentence structure become more complex.

The important phase of the first three grades as distinguished from succeeding grades is, that the pupils have been acquiring a printed vocabulary. Particular attention has been given to

sight-words, phonics, and mechanical skill. In the fourth and succeeding grades the literary element is given more prominence, and emphasis should be given to the choice selections,—those of literary power. These should be chosen for recitation purposes. It is not necessary that all the selections of a reader be studied and recited.

Other readers of the same grade, and other books together with the minor selections of the adopted text, should constitute a fund from which the teacher may choose material to enlarge the range of the reading lesson in hand, to amplify and explain it. Better results are obtained by giving several days, if necessary, to a lesson than one recitation each, to several lessons. In the outline certain selections are required for special study. The teacher is free to choose such others as conditions justify. References are to pages on which the lessons begin.

The assignment of work should be definite, requiring certain things to be accomplished: (a) words to be looked up as to pronunciation and meaning; (b) allusions to be explained; (c) facts to be verified, by observation, inquiry, reading or reasoning; (d) questions to be thought of and answered, bearing on either the meaning of more difficult passages or on the motives of characters; (e) maps, diagrams or drawings to be made or examined; (f) outside readings needed to amplify or explain.

The recitation should test the pupil's preparation in all these matters, and the oral reading should not proceed until such preparation is satisfactory.

Alternate fourth- and fifth-grade work. All pupils reading in fourth reader take fourth grade in 1907-08, and fifth grade in 1908-09.

FIRST MONTH.—Required, 11, 24, 33. Suggested, 45, 52, 39.

SECOND MONTH.—Required, 61, 87, 90. Suggested, 75, 84, 89.

THIRD MONTH.—Required, 107, 119, 148. Suggested, 27, 100, 88.

FOURTH MONTH.—Required, 56, 139, 160. Suggested, 152, 190, 264.

FIFTH MONTH.—Required, 165; 183, 103. Suggested, 168, 272.

SIXTH MONTH.—Required, 209, 228, 277. Suggested, 214, 211.

SEVENTH MONTH.—Required, 234, 253, 181. Suggested, 229, 241, 258.

Language—Fourth Grade.

Course is based on the Cooley Language Series, Manual 2, and the Intermediate Plan Book (A. Flanagan & Co., Chicago). To reduce the number of classes, alternation with Third Grade is advised. Teach Third-Grade Language in 1907-08 and Fourth-Grade in 1908-09, and so continue to alternate. See suggestions for Third Grade.

FIRST MONTH.—*Observation:* Fruits; Peach, plum, tomato, grape, apple. Peach and plum—Form, color, size, shape, pulp, stone, kernel, covering, appearance of trees and blossoms, time of ripening, how seeds are scattered. Compare the two fruits as to likeness and difference in points mentioned above. The grape—shape, skin, pulp, color when ripe, how arranged on stems, number in bunch, appearance of vines, leaves, and blossoms. Compare tomato with other fruits studied. Appearance of fruit—size, color of skin, pulp, seeds, how prepared for use, when it ripens. The apple tree—size, covering, leaves, blossoms. Fruit—form, color, size, surface, skin, pulp, core, seeds, States that produce apples abundantly. Write descriptions of

each fruit. Draw whole fruit, crosswise and lengthwise sections. Draw leaves. Tell how the different fruits are used and prepared for use.

Insect Life: Bees, butterflies, caterpillars, houseflies. Place questions or outline on the board, to guide observations. First find out all pupils know about the different insects, and have them tell orally but not write. The bee—parts of body, color, markings; number of legs and wings; location of the sting; enemies of the bee; its home; shape of the cells; use of wax and honey; where bees get honey; how they carry it; what flowers best liked; the bee family; why bees swarm; write description of bees; write answers to questions about their work and their home; draw hives, cells, and the insect itself. The butterfly—body, parts, covering, color, head, antennæ, tube, eyes, movements, tongue, wings. Food and habits. Use of butterflies to flowers. Caterpillars—Collect in box of earth, with sides and top of wire netting. Watch developments. Have children keep record of change that takes place.

Picture Study: Pharaoh's Horses—Herring. (Perry Pictures, No. 886.)

Poems and Stories: Cinderella, Apple-Seed John. Apple Blossom. Coloring of the Grapes. Memorize "Apple Blossoms." (Cooley, Book 1.)

Language Proper: Capitals in titles. Correct use of do, did, done; fairy, fairies; mouse, mice; think, thought. Dictate sentences about the fruits and insects, for drill in spelling, capitalization, and punctuation. Dictate sentences from the story of Cinderella, for drill in quotations.

SECOND MONTH.—*Observation:* The corn and pumpkin. Corn—Place outline on board to guide pupils in describing from

specimen brought into the school-room. 1. Fruit—Ear, shape, covering, silk, use of husks and cobs; kernels—color.

MODEL LESSON.

What objects do you see in the picture? What time of year is it? What time of day? What country? (France.) What kind of grain is being gathered? (Wheat.) What is a gleaner? What will these people do with the grain? What must be done with it before it can be made into flour? What machines are used? Where is it made into flour? How? Compare the old-time way of making flour with the present way.

This harvest scene is taken from where? (France.) What reason for this answer? (Peasant costumes.) Read or tell pupils of manners, customs, etc., of France. Tell something of their homes. Compare home life of France and America. Would we be apt to see such a picture as this in a harvest-field in America? Why not? Would you see the same kind of hay-rack (frame) or wagon? Would one see gleaners here after men have left the field? Why not? (Improved machinery.) Do you suppose these women were rich or poor? Why? Do you think they are tired? What characteristic of French peasants is here shown? (Frugality.)

Tell or read the Bible story of Ruth among the gleaners.

Tell the story of Millet's life. Show some of his other pictures—Angelus, Feeding Her Birds, The Shepherdess. For story of Millet's life, see Perry Magazines, Stories of Great Artists (American Book Co.), Intermediate Plan Book (A. Flanagan & Co.).

Poems and Stories: Song of the Sower—Bryant. Story of Ceres. Farmer John—Trowbridge. The Huskers—Whittier. Obed's Pumpkins. Dance of the Months. The Anxious Leaf. How the Leaves Came Down. Memorize poem, The Seasons.

Language Proper: Singular possessives. Correct use of a, an; this, that; those, these; those, them. Quotations. Correct use of leaf, leaves; sheaf, sheaves; knife, knives.

THIRD MONTH.—*Observation:* Special study of fruits. Make collections, and group into fleshy and dry. Make a study of nuts: Where found; how secured; appearance of trees; change of color in nuts; shapes; color, shell; husk; kernel. How nuts are distributed—wind, water, sticking to animals. Varieties, with special attention to walnut and hickory.

Squirrels: Description—Head, body, legs, toes, teeth, food, home, habits, kinds and use.

Kinds of food: Animal and vegetable. Find as many of each kind as possible.

Coal—Materials necessary for lessons: Different kinds of coal and pictures of mines and miners. How coal is made; where found. Read article to pupils describing formation of coal. How coal is secured. How mines are lighted. Uses of coal. Principal coal regions. What was used before coal was discovered?

Picture Study: Return of the Mayflower—Boughton. (Perry Pictures, No. 1336.)

Poems and Stories: Landing of the Pilgrims—Hemans. The Mountain and the Squirrel. The Thrifty Squirrel.

Language Proper: Use of comma. Words in series. Correct use of become, became, have become; grow, grew, have grown; scatter, scattered, have scattered.

FOURTH MONTH.—*Observation:* Cotton—Pictures of plants or specimens and cotton cloth should be used. If possible, some of the oil and seed should be secured. Read description of manner of raising cotton from a geographical reader or other source. Read story of Eli Whitney and the Cotton Gin from the Primary History. Have pupils give oral and written reproductions; also, dictate lessons.

Picture Study: Arrival of the Shepherds—Le Rolle. (Perry Pictures, No. 620.)

Poems and Stories: Christmas in other lands. Poems for study—The Sparrows and Piccola, by Celia Thaxter. Snow-Bound (selections), In School-Days, and Barefoot Boy, by Whittier. Memorize ten lines from Snow-Bound. Describe Whittier and his home. (Perry Pictures, Nos. 25, 27, 28.)

Language Proper: Letter-writing. Titles. Contractions. Exclamations. Plural endings oes and os. Correct use of in, into; on, upon; to, from; to, at.

FIFTH MONTH.—*Observation:* Snow, ice, and frost, and their uses and effects and cause. Minerals—Marble, limestone, salt, etc. Marble—Show articles of marble, playing-marbles, etc. Different colors of marble. How it is secured (read or tell of the quarries). Where found. Limestone—a rough, coarse rock used as building-stone, found in nearly all localities.

Picture Study: Sir Galahad—Watts. (Perry Pictures, No. 940.)

Poems and Stories: Story of Sir Galahad. Selections from Idylls of the King. History of Robinson Crusoe.

Language Proper: Descriptive adjectives. Statements, questions, and exclamations. Correct use of may, can; might, could; between, among; each other, one another.

SIXTH MONTH.—*Observation:* The weather and temperature. Ways of lighting and heating buildings. Distinguish between natural and artificial light. Kinds of artificial light—gas, electric, fire, candle, lamp. Heat—fireplaces, stoves, furnaces, steam, hot water.

Picture Study: Pictures of Washington, Lincoln, and Longfellow, and their homes.

Poems and Stories: Stories from the lives of Washington, Lincoln, and Longfellow. Poem study—From My Arm-chair. Memorize "The Children's Hour."

Language Proper: Quotations, possessives, and capitals. Abbreviations. Synonyms and homonyms.

Choice of words used to describe persons. Correct use of learn, learned; teach, taught; few, many; little, much.

SEVENTH MONTH.—*Observation:* Window gardens. Growth of the following seeds: Morning glory, pumpkin, acorn. Keep bird and flower calendar. Study the winds. Keep weather calendar.

Picture Study: Close of Day—Adan. (Perry Pictures, No. 586.)

Poems and Stories: How the Wind Blows; The Four Winds. Points of Compass; Daybreak. Memorize, O Wind a-Blowing all Day Long.

Language Proper: Choice of adjectives; review.

Arithmetic—Fourth Grade.

TEXT.—Myers & Brooks Elementary.

FIRST MONTH.—Pages 1 to 13.

This work has been done by pupils in former grades and should be used as review. For additional work, have the pupil memorize the forty-five combinations. Drill upon them until the pupil recognizes them instantly.

1	2	2, 3	3, 4	3, 4, 5	4, 5, 6	4, 5, 6, 7
1, 2;	1, 3;	2, 1, 4;	2, 1, 5;	3, 2, 1, 6;	3, 2, 1, 7;	4, 3, 2, 1, 8;
5, 6, 7, 8	5, 6, 7, 8, 9	6, 7, 8, 9	6, 7, 8, 9	6, 7, 8, 9	6, 7, 8, 9	6, 7, 8, 9
4, 3, 2, 1, 9;	5, 4, 3, 2, 1, 10;	5, 4, 3, 2, 11;	6, 5, 4, 3, 12;	7, 8, 9	7, 8, 9	8, 9
7, 8, 9	7, 8, 9	8, 9	8, 9	9	9	9
6, 5, 4, 13;	7, 6, 5, 14;	7, 6, 15;	8, 7, 16;	8, 17;	9, 18.	

For suggestions, see third grade, second month.

SECOND MONTH.—Pages 13 to 27.

Have pupils answer measuring problems, first by estimating distance or quantities, then measure and compare measures with estimates.

THIRD MONTH.—Pages 28 to 40.

FOURTH MONTH.—Pages 41 to 56.

Pupils should make and solve many problems under each topic, and they should be children's problems.

FIFTH MONTH.—Pages 57 to 73.

Simple development of division, with use of terms.

SIXTH MONTH.—Pages 74 to 88.

Have pupils answer problems in text-book, first by estimate, then by measure.

SEVENTH MONTH.—Pages 89 to 108.

Drill during the year for accuracy and speed. Teach good forms of analysis, both in oral and written solutions. Require pupil to stand while giving oral solution. Do not be satisfied with incomplete and poorly worded analysis. Let these solutions, both oral and written, be language lessons.

Physiology—Fourth Grade.

Alternate with fifth grade. Give fourth-grade work in 1907-08 and fifth-grade in 1908-09. Geography last four months.

TEXT.—First Book in Hygiene.

FIRST MONTH.—Pages 9 to 32.

Why we eat. The teacher should have the class talk about the wearing out of clothing, machinery, books, etc., in such a manner that they become thoroughly alive to the effect of wear

and waste, and then draw the lesson. "Why we eat," and the effect of poor food. A picture lesson should be made the basis of an excellent language lesson as well as a lesson in hygiene.

The memory lesson "Planted Himself to Grow" should be committed and the points in the preceding chapter applied. Could he grow?

Digestion: This is admirably presented. Have the class read and discuss the steps in the change of food from its natural state to animal or plant tissue. Have the class memorize the review and the rules of the "Good Health Club." (In a week or two, ask for these rules, and when given, see how many observe them. We must come to a realization of the fact that physiology and hygiene are of practical, every-day use.)

"Always Dinner Time": Have class commit this little poem and draw some good lessons from it.

Kinds of foods: Different foods required in different climates. Why? In different occupations. Why?

Bodily heat: Illustration of the effect of changing the temperature of the body. Effect of food on the bodily heat. Mineral foods: Salt, lime, soda, potash, iron, etc. Animal foods: Milk, butter, cheese, eggs, flesh. A good correlation can here be made with the outline in Agriculture on the care of milk. Digestibility and nourishment in meats.

SECOND MONTH.—Pages 32 to 52.

Vegetable foods: Bread from whole wheat, corn bread, graham. Blending of starches and fats. Potatoes, beans, and other vegetables. Food value of each. Fruit: Digestibility, food elements. Differences in ripe and green fruit. Reason for green fruit's causing sickness. Nuts, food value. Spices: Effect on the lining of the digestive tract; food value. Candy and preserves: Food value. (Review rule 2, page 19.) Commit memory lesson. Have class write story of an apple tree and its fruit.

Questions for study (two days can be very profitably spent on the chapter):

The Food Grains: Story of wheat; things necessary to its growth and care; how prepared for food; different kinds of flour; food value of each kind. Corn: Have class discuss this thoroughly. Correlate with Agriculture, outline, section 2.

Picture Lesson: In the story of this picture have the class suppose the kind of grain, of flour, its preparation, the kinds best for one engaged in muscular exercise, etc. The *Faith of Hiawatha* should be used as a language lesson, both oral and written. Use picture, page 46, as suggested by the text.

Sunshine: Impress upon the class the great need of sunshine. Read and discuss this lesson in class, and call to mind many instances of the benefit of sunlight. Sunshine and plant life. Plant life and mankind. *The Sun a Prisoner—A Legend.* After reading, have the class reproduce in story form. Commit "If I were a Sunbeam."

THIRD MONTH.—Pages 53 to 82.

Need of wholesome food. Adulterated foods: Sugar, syrup, candy made from glucose obtained from corn. Candy coloring. Milk adulteration. Imitation butter. Has Kansas a pure-food law? (Ask your grocer.) Adulteration of coffee, chocolate, and flour. Ammonia in bread and alum in baking powder are both harmful. Discased milk, meat, and vegetables. Necessity of using care with canned meats. Rules of good-health club.

Teeth: Why do teeth differ in shape? Have all animals the same shaped teeth? Why? Are teeth repaired as other parts of the body? Do teeth have anything to do with digestion? Care of teeth. Is it harmful to neglect the care of the teeth? Treat the poem "After the Rain" and the picture "Contentment," as suggested.

Water: Use of water. Danger and disease in impure water. Is the school well properly cleansed? Is all clear water pure? Should one drink iced drinks? Why? Tea? Coffee? Why? Are these foods? Drinks? Do they give strength? Other harmful beverages. Have class write story of the "Captain's Well."

Man compared with lower animals in his appetites. False appetites. Intemperance in eating and drinking. Alcohol as a poison; as a hindrance to physical development; as a disease-producer, etc. The alcohol habit. Alcohol and the mind. A waste to make it. Causes unnatural thirst. Any person who is a constant "drinker" is a good temperance lecture. Use picture, page 76.

Reasons men give for drinking strong drink. For using tobacco. Are they good reasons? Cost of tobacco. Its effect on the body. What effect has it on young people? Bring clearly before the pupils the absolute uselessness of using tobacco and strong drinks of all kinds, as well as the great harm they are to the mind and body. Why do railroad and other business men refuse to employ young men who have the cigarette habit? The Chicago Record on cigarette-smoking. Does Kansas forbid the sale of cigarettes and cigarette paper to minors? Why? Use writing lesson, page 82.

Geography—Fourth Grade.

Primary Physiology should be given the first three months, and be followed by Geography for the last four months. Teachers should not fail to read the Preface and the Suggestions to Teachers.

Alternate with Fifth Grade.

FOURTH MONTH.—Pages 1 to 24.

FIFTH MONTH.—Pages 24 to 41.

SIXTH MONTH.—Pages 41 to 62.

SEVENTH MONTH.—Pages 62 to 78.

Spelling—Fourth Grade.

Spell words from reader.

Writing—Fourth Grade.

Copy Book No. 2.

Outline Practice Book "A."

Use some simple movement drills.

FIFTH GRADE.

TEXTS.—*Fourth Reader, Speller, Language Book, Elementary Arithmetic, Primary Physiology, Primary Geography, Copy Book No. 3.*

Reading.

See suggestions for fourth grade.

FIRST MONTH.—Required, 19, 42, 25. Suggested, 13, 28, 58.

SECOND MONTH.—Required, 69, 37, 116. Suggested, 76, 79, 93.

THIRD MONTH.—Required, 113, 127, 118. Suggested, 104, 120, 128.

FOURTH MONTH.—Required, 129, 149, 274. Suggested, 129, 149, 158, 161.

FIFTH MONTH.—Required, 188, 197, 116. Suggested, 173, 176, 180, 267.

SIXTH MONTH.—Required, 216, 222, 226, 251. Suggested, 206, 112.

SEVENTH MONTH.—Required, 246, 249, 280. Suggested, 237, 240.

Language—Fifth Grade.

TEXT.—Lessons in English.

Teach Fifth-Grade Language in 1907-08 and Sixth-Grade in 1908-09.

FIRST MONTH.—Pages 1 to 21.

Sentences, paragraphs, stanzas, names, titles, abbreviations, I, O.

Composition: Picture study—Morning Call; Pet's Trip; Stories and Poems—Puss and the Ravens; Wishing (Reader, p. 24.)

Information lesson: Write a description of one wild flower found near the school-house.

SECOND MONTH.—Pages 21 to 44.

Teach contractions, plurals, possessives, dates, names of days and months.

Composition: Picture study—Can't You Talk? A Village Blacksmith. Stories and Poems—Seasons in Sweden (see Reader, p. 90); Daffodils (Reader, p. 87).

Information lesson: Write a description of an autumn fruit.

THIRD MONTH.—Pages 44 to 64.

Letter-writing, contractions, comma, composition. Picture study: School examination. Stories and Poems: Somebody's Mother; The Kitten and the Falling Leaves (Reader). Information lesson: Lesson 57.

FOURTH MONTH.—Pages 64 to 94.

Plurals, letter-writing, titles, possessives.

Composition: Picture Study—Child at Pump. Stories and Poems—Idle Dennis; The Mountain and the Squirrel.

Information lesson: Cotton. If possible, secure specimens of the plant, seed, oil, cloth. Use pictures. Read description of manner of raising. See the Primary History for Whitney and the Cotton Gin. Have pupils give an oral reproduction; a written reproduction.

FIFTH MONTH.—Pages 94 to 120.

Comma, possessives, quotation, letter-writing.

Composition: Picture Study—Feeding Her Birds. Stories and Poems—The Brook, Tennyson; The Brook, Bryant (Reader). Information lesson: Lincoln—Boyhood, youth, manhood, profession, presidency, death. Encourage pupils to secure information from all sources. After one period has been talked of in class, and an outline put on the board, have pupils write a chapter of the biography.

SIXTH MONTH.—Pages 120 to 146.

Pronouns, contractions, verbs.

Composition: Picture Study—Secret. Poem—In School-Days. Information Lesson—Independence Day. Study by following outline: Date and meaning. The event, its cause and result. How you imagine they celebrated at first. How we celebrate now. What you think of the present way of celebrating.

SEVENTH MONTH.—Pages 146 to 169.

Business forms, verbs, definitions.

Composition: Picture Study—Friends or Foes. Stories and Poems—Elizabeth Zane. Old Ironsides.

Information lesson: Observe the birds of your locality this

month. Kinds. Their habits. Their uses. What ones stay all winter. At end of the month, tell it. Write it.

Arithmetic—Fifth Grade.

TEXT.—Myers & Brooks.

FIRST MONTH.—Pages 108 to 121.

Measure a flower garden. See suggestions in second month, fourth grade. Purchases and wages. Be careful that problems are understood.

SECOND MONTH.—Pages 122 to 134.

Pupils think through the problems with teacher, then solve.

THIRD MONTH.—Pages 135 to 146.

Fundamental operations. Proceed slowly and carefully until pupils thoroughly understand process. Exercise in addition and subtraction. Give drill and plenty of it as soon as process is understood.

FOURTH MONTH.—Pages 146 to 156.

Teach multiplication carefully before drilling upon it.

FIFTH MONTH.—Pages 157 to 172.

Teach division process carefully before drilling, then drill thoroughly.

Area of Triangle: Teach diagrams on page 168 carefully, and from them solve problems on page 169.

Fractions: Much depends upon the child's carefully thinking out the measuring functions of a fraction. Do not try to teach too much at first. Follow text closely for this work.

SIXTH MONTH.—Pages 173 to 184.

Continue fractions as in fifth month to page 176.

Problems in time. Make problems.

Buying groceries. Make problems.

SEVENTH MONTH.—Pages 184 to 196.

Have pupils think problems through and give approximate answers, then solve them.

Physiology—Fifth Grade.

(Alternate with Fourth-Grade work.)

TEXT.—First Book in Hygiene.

FIRST MONTH.—Pages 83 to 100.

Organs that throw out waste matter from the body: The skin; compare with the bark of the tree. (Use twig to illustrate.) Pigment. Structure of inner skin. The sweat glands. The work of these sweat glands should be thoroughly explained. It is in a proper understanding of these and of perspiration that one of the most important rules of health may be taught.

Hair and nails are like the skin. Kidneys: Location, structure, work. Effect of overwork. Effect of alcohol in producing waste matter.

Bathing: Necessity; time to bathe; ways to bathe.

Clothing: Should be neither too heavy nor too light. Reasons for this. Effect of tight clothing. Flat-heeled shoes should be worn. Why? Woolen clothing. What reasons can you give for keeping one's clothing clean?

Memory lesson, pages 98-9, is given in the sixth month.

SECOND MONTH.—Pages 100 to 122.

Blood: Appearance, composition, circulation, arteries, veins, capillaries. Heart: Location, form, work. Effect of alcoholic beverages on heart action. Effect of exercise on the heart. Need of having a strong, healthy heart. Effect of tobacco on heart action. What is the pulse? Locate it. Test it. Give carefully written review of the blood, its use and circulation.

Breathing: Why do we breathe? Effect of pure air? Im-

pure air? Foul air? Is the air of this school-room pure now? Is the ventilation perfect? When is ventilation perfect? Are each of you sitting in proper position to breathe properly? Are there dust particles floating in the air in this room now? May this be prevented? How? Are our living-rooms at home properly ventilated? How are they arranged for ventilation? Can you grow strong and healthy without plenty of fresh air? Should we raise the school-room windows at recess and get out and play? Why? Let us take a breathing exercise. (Give the class a good breathing drill.) Can persons who use alcoholic drinks breathe properly? Why? Use picture, page 119.

Skeleton: Compare with the framework of a house. Number of bones, strength. Joints: Kinds, dislocation, sprains, broken bones. May the shape of bones be affected by the position we take while sitting or standing? Effect of ill-fitting desks. Is the desk of each pupil in this school of proper size? Muscles: What are muscles for? Did you ever see a muscle? Where? Examine your arm. Watch the muscles as you bend and extend your arm. Effect of tobacco and alcoholic beverages on muscle action. Do you think the use of these any help to one? Any hindrance? Why?

Write a story of healthful exercise, using picture on page 113.

Exercise: What makes muscles strong? Which has a better chance for health and strength—a rich or a poor man's child? Why should we take exercise? When? What kind of exercise is best for this class? This school? Do we take enough and the proper kinds of exercise? Name several useful games. Is football a good game for this school?

THIRD MONTH.—Pages 122 to 144.

Need of rest after exercise. Should we rush in after a hard

play, raise a window, and sit in a draught? Why? Can a child do good school work and be out late of nights? Why? What amount of sleep should a child have? Should one go to sleep hungry? Why? What change takes place in the body while we sleep?

Study memory lesson as suggested in text.

The Nervous System: Its work. Compare the nervous system to a telegraph or telephone system. What part has the brain in this system? Messages: Sensory, motory. Sympathy of the brain with other parts of the body that are disordered.

Effect of impure blood on the brain and nerves. Effect of tobacco. Effect of alcoholic beverages. Effect of cigarettes.

Insanity.

Senses: Seeing, hearing, feeling, tasting and smelling. Teach the use and care of these very carefully. Bring this instruction down to practical every-day application, as it is of prime importance.

Hunger and thirst are two good friends. Why?

First aid to injured. Do not leave this chapter, as is so often done with like chapters. It is of great importance to one in emergency cases. Illustrate these in each case to the class. Review the work of the former months, and see that good rules of health are thoroughly understood.

Geography—Fifth Grade.

It may be well to spend the first few days in work of first few pages of the text. For further suggestions, see Fourth-Grade Geography.

FOURTH MONTH.—Pages 78 to 95.

FIFTH MONTH.—Pages 95 to 111.

SIXTH MONTH.—Pages 111 to 120.

SEVENTH MONTH.—Pages 120 to 140.

Spelling—Fifth Grade.

TEXT.—Rathbun's Graded Speller, Part II.

Take Fifth-Grade Spelling in 1907-08 and Sixth in 1908-09.

FIRST MONTH.—Pages 21 to 25.

The dictation exercises should not be neglected. The teacher should look over each month's work before the work of the month is begun. For instance, one will teach this month's work much better if she knows from the beginning that lessons 4 to 8 inclusive are designed to teach rules governing the addition of suffixes, and that lessons 10 to 17 inclusive have to do with homophones.

SECOND MONTH.—Pages 25 to 29.

THIRD MONTH.—Pages 29 to 33.

Drill pupils in pronouncing the a's and the the s's in lessons 39 and 40 correctly and without hesitation.

FOURTH MONTH.—Pages 33 to 37.

FIFTH MONTH.—Pages 37 to 41.

SIXTH MONTH.—Pages 41 to 45.

SEVENTH MONTH.—Pages 45 to 49.

Writing—Fifth Grade.

Copy book No. 3.

Outline Practice Book "B."

Use some simple movement drills.

SIXTH GRADE.

TEXTS.—*Fifth Reader, Speller Language Book, Elementary Arithmetic, Primary History, Copy Book No. 4.*

Reading.

The mechanics of reading should by this time be fully mastered. In this and succeeding grades give attention to punctuation, figures of prosody, and literary style. Develop clear ideas as to the modes and form of expression, and of such literary products as oratory, narration, description, dialogue, prose and poetry. See suggestions for fourth grade.

Alternate sixth and seventh grades. The sixth-grade work in term beginning in 1907; seventh grade beginning in 1908.

FIRST MONTH.—Required, 13, 55, 33.

SECOND MONTH.—Required, 38, 112, 119.

THIRD MONTH.—Required, 134, 131, 143.

FOURTH MONTH.—Required, 89, 178, 218.

FIFTH MONTH.—Required, 100, 272, 94.

SIXTH MONTH.—Required, 255, 266, 268.

SEVENTH MONTH.—Required, 61, 340, 264.

Primary History—Sixth Grade.

This outline will not interfere with the use of any primary text which the county superintendent may select. The following texts were consulted in its preparation: Montgomery's "Beginner's American History"; Mowry's "First Steps in History"; Barnes's "Primary History," and McMaster's "Primary History."

FIRST MONTH.—Early explorations, settlements, claims of territory and on what they were based.

The Indians: Their character, manners, and customs.

Biographical sketches of Columbus, De Soto, Champlain, Cabots, Raleigh, Hudson.

SECOND MONTH.—Period of settlement and development. The English in Virginia, New England, Middle, and Southern Colonies; the Dutch in New York; the Swedes in Delaware.

Causes leading to the settlement of the different colonies: desire for wealth, desire for religious freedom.

Prominent characters: John Smith, Governor Winthrop, Roger Williams, Lord Baltimore, William Penn, James Oglethorpe, King Philip.

THIRD MONTH.—The struggle for supremacy between England and France: King William's War, Queen Anne's War, King George's War, French and Indian War.

Estrangement of the colonies from the mother country.

Noted men: Montcalm, Wolfe, Patrick Henry, James Otis, Samuel Adams, John Hancock.

FOURTH MONTH.—The Struggle for Independence. Trace the principal campaigns; the French Alliance; the Articles of Confederation.

Formation of the Federal Government—the Constitution.

Biographies of Washington, Greene, LaFayette, Franklin, Robert Morris, Cornwallis.

FIFTH MONTH.—National growth; establishment of the Government; territorial expansion; slavery; mechanical inventions.

Study the lives of Hamilton, Jefferson, Jackson, Clay, Calhoun, Webster, Garrison, Harriet Beecher Stowe, Horace Mann.

SIXTH MONTH.—The War for the Union; principle involved; trace the most important military movements.

Biography: Lincoln, Seward, Grant, Lee, Davis.

SEVENTH MONTH.—Recent history; reconstruction; commercial expansion; railroads; telegraph and telephone; improved machinery; Spanish-American War—cause, results, territorial expansion; education—the old and the new.

Lives of Edison, Clara Barton, Frances Willard, Blaine, Cleveland, McKinley, Roosevelt.

Schools that continue another month should make a general review and develop supplementary topics provided by the teacher.

Language—Sixth Grade.

TEXT.—Lessons in English.

Teach fifth-grade Language in 1907–08, and sixth grade in 1908–09.

FIRST MONTH.—Pages 1 to 30.

Sentence, paragraph, stanza, names, titles, plurals, possessives.

Composition: Picture Study: Pet's Trip; The End of Day. (See Reader, p. 117.) Stories and Poems: Puss and the Ravens; The Robin's Advice.

Information lessons: Wheat and the manufactured product.

SECOND MONTH.—Pages 30 to 56.

Names of days of weeks and months, abbreviations, dates, exclamation-points, quotations, contractions.

Composition: Picture Study: Little Brother; Return of the Fisherman. (Reader, p. 54.) Stories and poems: October. (Reader, p. 30.)

Information lessons: Planting, cultivation and harvesting of corn.

THIRD MONTH.—Pages 56 to 82.

Comma and period.

Composition: Picture Study: The Lark and the Grasshopper; The Pony. Stories and Poems: The Fairy; The Arrow and the Song. Information lessons: Study the life of Columbus. Tell the story. Write it.

FOURTH MONTH.—Pages 82 to 109.

Plurals, possessives, comma, letter-writing.

Composition: Picture Study: Heavy Load. Stories and Poems: Uncle Joe's Story; The Cloud. Information lessons: The Five Senses. (Text, p. 99.) Our Flag. (Page 87, exercise 2.)

FIFTH MONTH.—Pages 109 to 130.

Possessives, pronouns, proverbs, contractions.

Composition: Picture Study—The End of Day. (See Reader.) Poems: Evening. Information lessons: Imagine you are visiting on the California coast, and write a letter to your parents telling of your experiences. Study your geography and other sources of information.

SIXTH MONTH.—Pages 130 to 148.

Verbs, letter forms.

Composition: Picture Study—The Wounded Hound. Stories and Poems: The Man without a Country; The Use of Flowers; To a Water-fowl; Return of the Birds. Information lessons: A Week's Weather Record; Why We Celebrate Washington's Birthday.

SEVENTH MONTH.—Pages 170 to 186.

Verbs, the fable, advertisements.

Composition: Picture Study—Bubble Blower. Stories and Poems: Larks; America. Information lessons: How to care for and feed a horse. How to make a window-garden.

Arithmetic—Sixth Grade.

TEXT.—Myers & Brooks.

FIRST MONTH.—Pages 197 to 209.

Have pupils make measurements. Applications of square measures.

SECOND MONTH.—Pages 210 to 224.

Triangles and solids. Have pupils draw and measure diagram on page 212 before solving problems.

Develop the diagram on page 218, showing that solids have length, breadth and thickness, while surfaces have only length and breadth.

THIRD MONTH.—Pages 225 to 240.

FOURTH MONTH.—Pages 241 to 252.

FIFTH MONTH.—Pages 252 to 262.

Denominate numbers. Use measures, drills, and accounts. Have pupils make bills and draw up accounts.

SIXTH MONTH.—Pages 263 to 272.

Fractions.—Much depends upon this month's work. Be sure that the child thinks and then knows that thirds and fourths must be changed to twelfths, and that he must then use the numerator, or numbers of twelfths, in adding and subtracting, and that twelve merely tells the size of the parts.

SEVENTH MONTH.—Complete text and review.

Spelling—Sixth Grade.

TEXT.—Rathbun's Graded Speller, Part II.

Alternate with Fifth Grade.

FIRST MONTH.—Pages 49 to 51.

SECOND MONTH.—Pages 51 to 54.

THIRD MONTH.—Pages 54 to 58.

FOURTH MONTH.—Pages 58 to 62.

FIFTH MONTH.—Pages 62 to 65.

SIXTH MONTH.—Pages 65 to 68.

SEVENTH MONTH.—Pages 68 to 71.

Writing—Sixth Grade.

Copy book No. 4.

Outline Practice Book "B."

Continue to use movement drills.

SEVENTH GRADE.

TEXTS.—*Fifth Reader, Speller, Grammar, Complete Arithmetic, Complete Geography, Kansas History, Copy Book No. 5.*

Reading.

See suggestions for sixth grade. Also fourth grade.

FIRST MONTH.—Required, 58, 48, 42.

SECOND MONTH.—Required, 120, 126, 345.

THIRD MONTH.—Required, 46, 146, 153.

FOURTH MONTH.—Required, 192, 79, 307.

FIFTH MONTH.—Required, 207, 221, 348.

SIXTH MONTH.—Required, 115, 64, 257.

SEVENTH MONTH.—Required, 84, 174, 323.

Grammar—Seventh Grade.

TEXT.—Hoenshel's, Part II.

The teacher should read the Preface, Suggestions to Teachers, and Hints on Teaching.

Emphasize the fact that the classification of words into parts

of speech depends upon their use in the sentence. This must be kept constantly in mind.

Construction of words should be studied in connection with the work in reading and composition.

Continue previous instructions in composition work, giving special attention to paragraphing, margin, spelling, capitalization, and neatness. Accept no poorly prepared papers. You encourage carelessness when you accept anything short of the pupil's best effort.

FIRST MONTH.—Pages 68 to 79.

SECOND MONTH.—Pages 79 to 87.

The rules for capitalization and punctuation should be memorized. They are arbitrary, and the only way to master them is to memorize them. They should be "at the pencil's point" when needed, the same as the multiplication table. The tendency has been to slight memoriter work on account of the reaction from the inordinate stress laid upon it in former times.

Give emphasis to the lessons on Case, and see that the subject is clearly presented. Give supplementary work, if necessary, until you are sure they understand as much of the subject as is presented in Lessons VIII and IX.

Paragraph 3, Page 81, means *all* singular nouns; those ending in *s* as well as others. The tendency among the best writers is to use 's in forming the possessive of singular nouns ending with *s*; as, Charles's.

The most important part of the month's work is, perhaps, the proper presentation of the subject of Parsing. Parsing is such a "bugbear" to children, usually, because they have not properly learned the order for parsing. Their trouble is not so much that they cannot tell the person, number, or other

modification, as that they get mixed up in the order of parsing, and are uncertain as to what should be given next. Hence, in learning to parse any part of speech, the first step is to learn a definite order for parsing, and it should be perfectly memorized and always followed.

The form for written parsing given below is a time-saver for pupil and teacher :

Columbus	was	a	sailor
n.,	v.,	adj.,	n.,
com.,	irreg.,	defin.,	com.,
neut.,	intran.,	not comp.,	mas.,
3d.,	act.,	mod. sailor.	3d,
sing.,	indic.,		sing.,
nom.,	past,		nom.,
sub. of was.	3d,		in pred.
	sing.,		with was.
	to agree.		
	with sub.		
	Columbus.		

Composition work as suggested in first month.

THIRD MONTH.—Pages 87 to 96.

Do not make the mistake of passing too rapidly over Declension. Thoroughly memorize. For oral work use the old-fashioned way, as follows: First person, singular, nominative I, possessive my, objective me; plural, nominative we, etc.

In parsing, observe directions given last month. In oral parsing of the Pronoun—gender, person, number *to agree with antecedent*. Verb—person and number *to agree with subject*. Insist that these be given, and see that they are understood.

Do not neglect the written work called for in the text. Emphasize accuracy and neatness.

Composition work continued as before.

FOURTH MONTH.—Pages 96 to 105.

FIFTH MONTH.—Pages 105 to 119.

SIXTH MONTH.—Pages 119 to 127.

The author's remarks on Analysis (page 126) are pertinent. The model given calls for the essentials in analysis, and nothing more should be required. Too many schools waste valuable time in repeating over and over classifications of elements, etc., that have little, if any, bearing on the proper analysis of the sentence.

Put much time on rapid oral analysis and parsing. This can be done to good advantage in connection with blackboard work. It is not enough that the sentence be diagrammed. The important thing is, that the pupil be able to analyze the sentence and give the constructions. This is the teacher's opportunity to train the pupils to think rapidly and to express their thoughts with clearness, accuracy, and fluency.

Continue composition as before.

SEVENTH MONTH.—Pages 127 to 130. Review.

Arithmetic—Seventh Grade.

TEXT.—Myers-Brooks, Grammar School.

FIRST MONTH.—Pages 1 to 22.

Wentworth's Mental Arithmetic, pages 1 to 10.

The average pupil will be able to complete Myers-Brooks Grammar School text in three years, and at the same time, at the beginning of each recitation, spend a few minutes on mental

arithmetic. The course is arranged to complete Wentworth's Mental Arithmetic. Special attention should be given to simple concise forms of analysis. Avoid those involving a frequent use of "if," "since," "hence," and "therefore."

Example: If one barrel of flour cost \$2.00, what is the cost of three barrels?

Solution: Cost of one barrel of flour is \$2.00.

Cost of three barrels of flour is $3 \times \$2.00 = \6.00 .

Few suggestions will be made on Myers-Brooks Grammar School text, as the progressive teacher must acquaint herself with both this and elementary texts before she can enter into the spirit of the work. These texts differ from those formerly used, as they deal with practical subjects in a practical manner. The teacher that makes a success of her work in Arithmetic, especially the first year she uses the new text, must study every lesson, and plan her work for the next day's lesson, having in mind some definite results to be obtained. Random teaching gets poor results. She must have some knowledge of Algebra. Have pupils solve all algebraic problems in seventh and eighth grades, that they may be prepared for ninth-grade work.

SECOND MONTH.—Pages 23 to 41.

Wentworth's Mental.—Pages 11 to 21.

THIRD MONTH.—Pages 42 to 60.

Give special attention to checking for accuracy of multiplication.

Mental Arithmetic.—Pages 22 to 32.

FOURTH MONTH.—Pages 61 to 75.

Mental Arithmetic.—Pages 33 to 43.

FIFTH MONTH.—Pages 76 to 94.

Do not allow pupils to do incorrect work in making out accounts. Work for neatness and accuracy.

Mental Arithmetic.—Pages 44 to 54.

SIXTH MONTH.—Pages 94 to 108.

Mental Arithmetic.—Pages 55 to 65.

SEVENTH MONTH.—Pages 109 to 118.

Mental Arithmetic.—Pages 65 to 70.

Complete work and review. The review should be left to the teacher rather than be outlined in the course.

Geography—Seventh Grade.

TEXT.—King's Grammar School Geography.

As advised in the outline of work for the Primary Geography, the teacher should read the preface and instructions to the teacher, and should read the text that she may become familiar with the ideas and methods of the author before starting a class into the work.

A library of travels and stories of the various countries of the world should be in every school. The small amount of \$8 or \$10 will purchase such a library as is needed. Few suggestions are needed, as the text will teach itself if the teacher will catch the spirit of the author and follow his lead.

FIRST MONTH.—To page 25.

SECOND MONTH.—Pages 25 to 48.

THIRD MONTH.—Pages 48 to 69.

FOURTH MONTH.—Pages 69 to 87.

FIFTH MONTH.—Pages 87 to 113.

SIXTH MONTH.—Pages 113 to 134.

SEVENTH MONTH.—Pages 134 to 156.

History of Kansas—Seventh Grade.

Only the topics specifically named need to be carefully studied. Others should be read.

FIRST MONTH.—Pages 9 to 93.

EARLY HISTORY.

Early Explorers—Spanish: De Vaca, Coronado; French: Marquette, La Salle; (the French claims based on explorations of Marquette and La Salle in the Mississippi Valley); Dutisne; (the English claims were based on the grants made to the London and Plymouth Companies.)

Cessions: Kansas was included in the cessions of 1763, 1800, and in the Louisiana purchase. (That part south of the Arkansas river and west of the 100th meridian was a part of the Mexican cession.)

Native Indian tribes.

Later Explorers: Lewis and Clark, Long, Pike.

Trails: Santa Fé, Oregon. Draw map of these trails.

Kansas a part of the Indian Territory, organized in 1830; transplanted Indian tribes; missionaries to the Indians

TERRITORIAL HISTORY.

Free-State, Pro-Slavery settlements.

Reeder's administration: Election for Territorial Delegate; census taken; election for Territorial Legislature; fraudulent voting, new election; first Territorial Legislature: place of meeting, adjournment, trouble with the Governor; Governor Reeder removed.

Acting-Governor Woodson: Bogus Legislature; Territorial officers; Territorial capital; Free-State agitation.

Governor Shannon: Pro-Slavery election for Territorial Delegate; Free-State election for Territorial Delegate; Free-State

election for constitutional convention; constitutional convention—met at Topeka; the Topeka Constitution; Topeka Constitution submitted to the people; election of State officers under the Topeka Constitution; meeting of the Free-State Legislature; Guerrilla warfare; Free-State Legislature reassembled at Topeka; Governor Shannon removed.

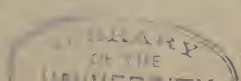
Acting-Governor Woodson; Militia called out to repel "Lane's invasion"; reign of terror.

Governor Geary; Hickory Point fight; disbanding of all armed forces; second Territorial Legislature; resignation of Governor Geary.

Governor Walker: Constitutional convention; Free-State Legislature; second submission of the Topeka Constitution; Lecompton Constitutional Convention; the Lecompton Constitution, provisions for submission; election for Territorial Legislature and Delegate; fraudulent voting; Free-State majority; Governor Walker leaves the Territory.

Acting-Governor Stanton: Extra session of the Legislature provided for a submission of the Lecompton Constitution to be approved or rejected by the people; the Constitution submitted to the people under its own provisions; Stanton removed for calling extra session.

Acting-Governor Denver; Election upon the Lecompton Constitution; election under the provisions of the Lecompton Constitution, for members of Congress, Legislature, State officers—both sides participated; the Free-State candidates elected; refused to serve under the Lecompton Constitution; petitioned Congress not to admit the State under the Lecompton Constitution; third Territorial Legislature—provided for another constitutional convention; removed the capital to Minneola; meeting of the Free-State (Topeka) Legislature; Leavenworth Con-



stitutional Convention; doubts as to its legality; Governor Walker's resignation accepted.

Governor Denver: Leavenworth Constitution submitted; trouble in southeastern Kansas; third submission of the Le-compton Constitution—under English Bill; Governor Denver resigned.

Governor Medary: Election on the proposition for a new Constitution; Wyandotte Constitutional Convention; election on the Constitution; Governor Medary resigned.

Acting-Governor Beebe: Last Territorial Legislature; Kansas admitted as a State.

SECOND MONTH.—Pages 93 to 188.

STATE HISTORY.

Governor Robinson: Legislature met at Topeka, March 26, 1861; Lane and Pomeroy elected Senators; adoption of the great seal—motto by Ingalls; organization of the militia; Topeka chosen as capital by popular vote; penitentiary located at Lansing, 1861; Kansas troops; Kansas generals; the war in Kansas.

Governor Carney: Quantrell raid; Baxter Springs massacre; Price's raid; State institutions—educational: University, Agricultural College, Normal School; charitable: Insane Asylum at Osawatomic, Asylum for Deaf and Dumb, Asylum for the Blind.

Governor Crawford: Capitol building commenced in 1866; homestead law; land grants to railroads in Kansas; the pioneers; Senator James H. Lane; Indian raids (from 1864 to 1878); Governor Crawford resigned, to take command of regiment to repel Indian invasion.

Governor Harvey: Permanent prosperity; immigration of colonies from Europe.

Ingalls elected Senator; Kansas at the Centennial Exposition; Insane Asylum at Topeka; State Historical Society; negro exodus.

Governor Anthony: Biennial sessions of the Legislature; Plumb elected Senator; cattle trade; prohibitory amendment; continued prosperity, resulting in phenomenal growth.

Governor St. John: Indian-land troubles; Reform School located at Topeka; Kansas entitled to seven Representatives.

Governor Glick: The first and only Democratic Governor; Haskell Institute at Lawrence; Soldiers' Home at Leavenworth.

Governor Martin: Soldiers' Orphans' Home at Atchison; Asylum for Idiotic and Imbecile at Winfield; Industrial School for Girls at Beloit; Reformatory at Hutchinson; State Soldiers' Home at Dodge City; financial speculation; booming of Oklahoma; municipal suffrage for women; development of natural resources.

THIRD MONTH.—Pages 188 to 300.

Governor Humphrey: Opening of Oklahoma; Farmers' Alliance—political importance; original-package case and Wilson Bill; death of Senator Plumb.

Governor Lewelling: Political revolution; legislative war; Martin elected Senator; Kansas at the Chicago World's Fair.

Governor Morrill: Suffrage amendment defeated; Coxey's army; discovery of oil and gas; apple orchards.

Governor Leedy: Omaha Exposition; Kansas in the Spanish War.

Governor Stanley: Hospital for the insane at Parsons; period of prosperity; text-book commission; penitentiary twine plant.

Governor Bailey: Floods of 1903 and 1904; development of the oil industry.

Spelling—Seventh Grade.

TEXT.—Rathbun's Graded Speller. Part III.

Seventh and eighth grades alternate, both taking seventh in 1907-08 and eighth in 1908-09. The additional three, four or five lessons here given for each month should be given each year. It will be a good review.

FIRST MONTH.—Lessons 77 to 86, also 19, 20, 21, 22, 23, 24.

SECOND MONTH.—Lessons 86 to 96. Also 29, 30, 31, 33.

THIRD MONTH.—Lessons 96 to 106. Also 34, 35, 36, 37.

FOURTH MONTH.—Lessons 106 to 115. Also 43, 44, 45, 46.

FIFTH MONTH.—Lessons 115 to 124. Also 43, 44, 45, 46.

SIXTH MONTH.—Lessons 124 to 134. Also 47, 48, 49.

SEVENTH MONTH.—Lessons 134 to 143. Also Lessons 1 to 19, part of which need only be read over by the class.

Writing—Seventh Grade.

Copy Book No. 5.

Outline Practice Book "C."

Use movement drills for speedy writing.

EIGHTH GRADE.

TEXTS.—*Classics, Grammar, Arithmetic, Geography, History, Speller, Copy Book No. 6.*

Classics.

Alternate with ninth grade, taking eighth grade in 1907-08 and ninth grade in 1908-09.

The following plan of study is suggested:

1. Read the production for the story; its time, geography, etc. Take only time enough to get the story.
2. Study plot.
3. Study all the persons in the production—their characters, their likes and dislikes, their beliefs, ambitions, hopes, etc.
4. Find people like these in the world to-day.
5. Study beautiful passages during all the work; commit and learn to quote on appropriate occasions.

FIRST AND SECOND MONTHS.—Great Stone Face.

THIRD AND FOURTH MONTHS.—The Snow-Image.

FIFTH AND SIXTH MONTHS.—Tales of a Wayside Inn.

SEVENTH MONTH.—Review.

Grammar—Eighth Grade.

TEXT.—Hoenshel, Part 3.

FIRST MONTH.—Pages 130 to 143.

During this month study also lessons 1, 2 and 3, Part Four. Use these lessons or parts of them at appropriate times.

SECOND MONTH.—Pages 143 to 161.

Study also lessons 4 to 12, Part Four, at appropriate times.

THIRD MONTH.—Pages 161 to 175.

Study also lessons 15 and 16, Part Four.

FOURTH MONTH.—Pages 175 to 200.

Lessons 17 to 21, inclusive, Part Four, should be noticed at appropriate times.

FIFTH MONTH.—Pages 200 to 211.

Notice lessons 22, 23 and 24, Part Four.

SIXTH MONTH.—Pages 211 to 224.

Notice also lessons 15, 16, 25 and 26, Part Four.

SEVENTH MONTH.—Pages 224 to 232.

Arithmetic—Eighth Grade.

TEXTS.—Myers-Brooks Grammar School, Wentworth's Mental Arithmetic.

FIRST MONTH.—Pages 116 to 136.

Insist on pupils being able to find G. C. D. and L. C. M. by factoring.

Mental Arithmetic. First month, pages 70 to 80.

SECOND MONTH.—Pages 137 to 157.

Have pupils develop rules for addition, subtraction, multiplication and division of fractions; then apply rules to problems.

Mental Arithmetic, pages 81 to 91.

Example: If building $\frac{5}{6}$ of a wall costs \$15.00, what is the cost of building $\frac{1}{6}$ of it?

Solution: Cost of $\frac{5}{6}$ of a wall is \$15.00. Cost of $\frac{1}{6}$ of a wall is $\$15.00 \div 5 = \3.00 .

THIRD MONTH.—Pages 158 to 178.

Mental Arithmetic, pages 91 to 102.

FOURTH MONTH.—Pages 179 to 207.

Mental Arithmetic, pages 103 to 113.

FIFTH MONTH.—Pages 208 to 223.

Mental Arithmetic, pages 114 to 134.

SIXTH MONTH.—Pages 224 to 235.

Mental Arithmetic, pages 135 to 144.

SEVENTH MONTH.—Review year's work.

Geography—Eighth Grade.

FIRST MONTH.—Pages 156 to 186.

SECOND MONTH.—Pages 186 to 219.

THIRD MONTH.—Pages 219 to 245.

FOURTH MONTH.—Geography of Kansas, pages 1 to 9.

This should take up the county; railroads; principal cities; rivers; manufacturing plants; natural resources; maps showing surface; maps colored to show mineral deposits; maps colored showing the wheat and corn counties.

Review.

History—Eighth Grade.

TEXTS.—Davidson's History of the United States, Foster's Historical Outline Maps on United States History (Topeka, Kansas).

FIRST MONTH.—Pages 13 to 63.

The Awakening in Europe—Effects of the Reformation, politically and socially; spirit of the governments; the assertion of the people; the printing of books—other inventions; effects of the discovery of America; legends of other discoveries; the peoples of our country—how they were conquered; their civilization, religion, manners, and customs. The early explorers—what they did; what it was worth to their respective sovereigns. Give special attention to those explorers whose exploration resulted in claims of territory by the various European nations.

SECOND MONTH.—Pages 63 to 104.

The development of the American in the various settlements; causes of the settlements—religious ideas, disputes, and persecutions; religious intolerance; charter government to con-

stitutional government; the various ideas (religious, social, and political) that prevailed in the several colonies; the growth of the colonies as influenced by these factors.

THIRD MONTH.—Pages 104 to 157.

The struggle of England and France for the world mastery; what the colonies were teaching Europe; what each successive war was teaching the colonies; the great value of the French and Indian War; developed military leaders, governmental leaders, crystallized the "Americans"—freed them from a foreign enemy; growth of commerce, education, colleges, printing, means of communication, wealth, etc.

FOURTH MONTH.—Pages 157 to 191.

The English view of the colonies; English arbitrariness, American stubbornness; English oppression, American resistance; the men these controversies developed; advance in the ideas of government; the principles contended for by both sides; why Massachusetts and Virginia were in the lead in all agitation; the men they produced; the first Continental Congress; the exchange of ideas; war—summary of the causes; the struggle to 1777; the Declaration of Independence (study it carefully).

FIFTH MONTH.—Pages 191 to 221.

Foreign assistance; treason, plots and schemes; the dark days of the struggle; the surrender at Yorktown; the armies England had lost; the peace parties in England; the treaty of peace; the American commissioners; the effect of the American War on European politics; stipulations of the treaty of peace; why Canada failed to join the colonies; the cost of the war; the men it bankrupted; the financial system, etc.

SIXTH MONTH.—Pages 221 to 245.

A review of the struggle for independence; how the colonies were governed during the war; the need for a new government; the discussion; the growth of the constitutional idea; the Constitutional Convention; the adoption of the Constitution; the men who composed the convention; the compromises; other conventions. Study the Constitution.

SEVENTH MONTH.—Review the year's work. Use Foster's Historical Outline Maps: trace discoveries, explorations, settlements, campaigns, and important military movements.

Spelling—Eighth Grade.

TEXT.—Rathbun's Graded Speller, Part III.

See notes for Seventh Grade.

FIRST MONTH.—Lessons 150 to 158.

SECOND MONTH.—Lessons 158 to 168.

THIRD MONTH.—Lessons 168 to 177.

FOURTH MONTH.—Lessons 177 to 186.

FIFTH MONTH.—Lessons 186 to 195.

SIXTH MONTH.—Lessons 195 to 204.

SEVENTH MONTH.—Lesson 204 to the end.

Writing—Eighth Grade.

Copy book No. 6.

Outline Practice Book "C."

Movements same as 7th year.

NINTH GRADE.

· **TEXTS.**—*Classics, Arithmetic, History, Civics, Physiology, Copy Book No. 7.*

Classics.

See suggestions for Eighth Grade.

FIRST AND SECOND MONTHS.—Legends of Sleepy Hollow.

THIRD AND FOURTH MONTHS.—Dickens's Christmas Carol.

FIFTH AND SIXTH MONTHS.—Snow-Bound.

Arithmetic—Ninth Grade.

TEXT.—Myers-Brooks Grammar School.

FIRST MONTH.—Pages 236 to 251.

Wentworth's Mental Arithmetic, pages 145 to 155.

This year's work will not be found difficult if the teacher follows the suggestions for seventh grade. First Month, insist upon all diagrams being constructed giving special attention to accuracy and neatness of work.

SECOND MONTH.—Pages 251 to 267.

Mental Arithmetic, pages 156 to 166.

THIRD MONTH.—Pages 267 to 287.

Have pupils draw diagram of all problems solved, following instructions for first month.

Mental Arithmetic, pages 167 to 173.

FOURTH MONTH.—Pages 288 to 307.

Special attention should be given to developing powers and roots of numbers. Use such material as may be at hand.

Diagrams should be drawn by pupils before problems are solved.

Mental Arithmetic, pages 174 to 190.

FIFTH MONTH.—Pages 307 to 322.

Read suggestions, Seventh Grade, first month.

SIXTH MONTH.—Pages 322 to 336.

SEVENTH MONTH.—Review.

History—Ninth Grade.

TEXT.—Davidson's History of the United States.

FIRST MONTH.—Pages 245 to 299.

The development of political parties; how the Constitution was construed; the leaders of each party; problems of finance and internal improvement; troubles with foreign countries; the admission of new States; inventions; newspapers; the purchase of Louisiana; obnoxious legislation; political campaigns as educational factors; events that led to the War of 1812; the war; the results; the questions of States' rights and slavery; growth of manufacturing and commerce; newspapers; education and inventions; biographical sketches of the great men of the period, etc.

SECOND MONTH.—Pages 299 to 347.

The growth of the Republic; the determination, energy, and character of Jackson; the "Kitchen Cabinet"; "Rotation in Office"; United States Bank; private banks; speculations; financial panics; the Subtreasury; Indian difficulties; politics; the admission of new States; slavery and slavery compromises; the men who led in the debates; the Mexican War; cause, incidents, and results; statecraft; foreign relations and treaties; the tariff; "gag rule" in the House; abolition; anti-slavery leaders; inventions and discoveries; growth of the country in wealth and population.

THIRD MONTH.—Pages 347 to 395.

Extension of territory; the Compromise of 1850; Fugitive Slave Law; Kansas-Nebraska Bill; border warfare; Dred Scott Decision; the debates of Lincoln and Douglas; the Clayton-Bulwer treaty; Perry and Japan; the "Ostend Manifesto" and Cuba; John Brown; Mrs. Stowe; leaders and literature of the period; election of Lincoln; secession; war.

FOURTH MONTH.—Pages 395 to 437.

Abraham Lincoln and his policy; events of the war to 1864; use Foster's Historical outline maps, tracing the movements of the armies through the important campaigns; revolution in naval warfare; improvement in war equipment.

FIFTH MONTH.—Pages 437 to 461.

Complete the study of the Civil War; principal military leaders; cost of the war; charities and other institutions of mercy; assassination of Lincoln; disbanding the army; outline review of the war.

SIXTH MONTH.—Pages 461 to 507.

Reconstruction; views of Congress, views of the President; amendments to the Constitution; military rule in the South; impeachment of the President; secret political organizations; treaties with foreign countries; the part acted by them during the war; trouble in Cuba; building of railroads; the homestead law; coinage; civil service; governmental scandals; the electoral commission; resumption of specie payments; political parties—the Democrats in the ascendancy; tariff legislation; destruction of the Maine; the war with Spain: causes, incidents, and results; assassination of McKinley.

SEVENTH MONTH.—Pages 507 to 524, and review.

Schools having an eight-months term, review the entire text.

Physiology—Ninth Grade.

TEXT.—Graded Lessons in Physiology and Hygiene.

FIRST MONTH.—Pages 9 to 46.

Food: Why we eat. What to eat. Digestion: In mouth, stomach, intestines.

Digestive Organs: Location, structure, work. Digestive juices: Saliva, gastric, pancreatic, bile, and intestinal. Work of each of these juices. Amounts required each day.

Absorption. Review questions. Foods: Kinds required. Different kinds required in different climates. Why? Bodily heat. Amount of food varies. Healthful food needed. Mineral foods: Salt, lime, potash, etc. Animal foods: Milk, cheese, butter, eggs, meats. Comparison of animal and vegetable foods. Fruit and candy. Digestibility of different foods.

Adulteration of various food-stuffs. Diseased foods. What is meant by partial starvation? Four groups of food. Review questions.

SECOND MONTH.—Pages 46 to 79.

Our Drink: Uses of water. Pure and impure water. Disease in water. Lead- and zinc-poisoning in water. How to purify water. Mineral water. Tea and coffee. Are not foods. Adulterations. Tobacco: Evil effects of its use. Cigarettes and their evil effects. Does the use of tobacco in any form produce any good results?

The Skin: Dermis, epidermis, pigment, sweat glands, perspiration; necessity of keeping sweat glands open. Oil glands. Colds: nature, cause and cure. Four uses of the skin. Bathing: Time and how to bathe; effect on the skin.

Clothing: Proper kinds. Harm in wearing tight clothing.

Kidneys: Location, structure, work, and healthfulness. Effect of cold on the kidneys.

THIRD MONTH.—Pages 79 to 107.

Bones: Use, composition, covering, structure, shape, strength. Skull, trunk, limbs. Comparison of the upper and lower extremities. Joints: Kinds. Cartilage: Compare bones of youth with those of old age. Effect of standing or sitting in improper positions. Effect of ill-fitting desks. Broken bones; sprains.

Muscles: Structure, shape, and use. Number and kinds, properties, action, fastenings. May muscles be made strong? How? Exercise: Time to take exercise; kinds; effect of exercise. Review work of former months.

FOURTH MONTH.—Pages 107 to 145.

Blood: Composition, use, corpuscles, red, white; work of each kind. Circulation: Arteries, capillaries, veins, Pure and impure blood compared. Heart: Location, size, structure, and work. Effect of overwork. Fainting.

Lymphatic System: Office; general plan; lymph; of what composed; work. Spleen. Massage: Purpose. Effects of alcoholic drinks on circulation.

Breathing: Purpose; how performed—inspiration, expiration; air passages; disease of air passages; pleurisy. Effect of fresh air on mental faculties. Larynx and the vocal chords. How bodily heat is maintained. Air before and after it is used in the lungs. Is air wholesome for breathing more than once? Nose- and mouth-breathing. Teach effect of mouth-breathing. Adenoid growths. Foul air, full of danger and disease. Importance of keeping a cellar clean and well aired. Malaria. Dust in the school-room. May the dust be prevented in the school-room? How?

Ventilation: Importance; when to ventilate; how to ventilate. When is a ventilation system perfect? Is this school-room arranged so as to be properly ventilated? Do people in their homes pay enough attention to ventilation? School-room cleanliness. Have the class give this careful discussion.

FIFTH MONTH.—Pages 145 to 192.

Nervous System: What is meant by the nervous system? Parts of the system: Brain, size, divisions. Work of the cerebrum: Receives sensory and sends out motory messages. Development of the various nerve centers. Work of the cerebellum. Work of spinal bulb or medulla. Why is the brain called a center? The spinal cord. Nerve fibers. Speed of a nerve message. Headaches: Kinds, causes, treatment. What is rest? Discuss its usefulness. Sleep: Length of time required by persons of different ages and different occupations for sleep. Habits and their effects. Habits and character. A healthy mind requires a healthy body.

Eye: Structure. How we see. Movement. Unequal power of the muscles of the eye. Tear glands. Near- and far-sightedness. Spectacles. Care of the eyes. Poor print and the eyes. Testing the eyes.

Ear: Divisions; structure of each. Ear-wax. Care of the ear. Deafness: Causes, results.

SIXTH MONTH.—Pages 192 to 228.

Teeth: Structure, kinds, and care. Importance of having good sound teeth.

Disease Germs: Cause of disease. Prevention. How germs are transmitted. Germs in water. Work of plasma and white corpuscles on germs. How germs act on themselves. Antitoxin.

Vaccination. Disinfectants. Occupation diseases. Give careful attention to cause and prevention of disease.

Disease caused by alcoholic beverages. This chapter is ably presented, and every teacher should place this before the class so as to show that the use of alcoholic drinks will weaken the body, cause disease, conquer the will, impair the digestive organs, weaken the heart, enlarge the blood vessels, disease the kidneys, hinder the lungs in their work, destroy the nerves, blunt the sense organs, and utterly unfit anyone who indulges in its use for business, home, life, friends, and for any of the professions.

Narcotics: Definition, kinds. Tobacco: This topic should be presented in a thorough manner. Tobacco is not a food; it inflames the air passages, shatters the nerves, diseases the throat and weakens the morals of every one who is a constant user of it. Cigarettes: The use of these is alarming. To anyone who will persist in their use will come the loss of mental power and the power to resist the temptation to do wrong. Teachers have a wonderful work to do in thus teaching the great harm in their use.

SEVENTH MONTH.—Pages 228 to 264.

Physical exercises. Periods of development. Need of thoroughly developing the body as well as the mind. First aid to injured. The points in this chapter should be well explained and illustrated. If the emergency arises where this knowledge is of use, it will be necessary to act at once, and the teacher should present these points clearly for this reason.

Public Sanitation: Boards of health. Their work. Food inspection. Water and air contamination. (See picture, page 48.) Special methods of preventing disease. Consumption:

Means to prevent its spread. Curable. Treatment. Insects and malaria. The fly and the fever. Yellow fever. Review the practical points of the whole text, and leave the class firmly in possession of good, concise rules of health, and the knowledge of the importance of following them.

Civics—Ninth Grade.

BOOKS.—“Our Government,” by James and Sanford, in the hands of the pupils, and a copy of “Government in State and Nation,” by the same authors, in the school library for reference.

PLAN.—Make civics as concrete as possible, giving it a real, practical meaning. Make it a study, not a reading lesson. A well-kept note-book will be helpful. Follow the author’s plan in giving the questions at the close of each chapter as careful study as the reference-books at hand will admit.

FIRST MONTH.—Part I, pages 1 to 32.

Develop the notion of political government, beginning with the school district. Draw map of district on blackboard and have pupils copy in their note-books. District officers—how, when and by whom elected? Duties. Purpose of the school. How supported? What property taxed, and why?

The County: Plat the floors of the court-house in your county, locating offices. Name the officers and give principal duties of each. Use proper official titles.

City or township government: Officers—election and duties.

SECOND MONTH.—Pages 32 to 50.

Events leading to the formation of the Union. The Constitutional Convention. Study carefully these topics in the history texts, also. Read the Articles of Confederation, and compare with the Constitution, noting resemblances and differences.

THIRD MONTH.—Pages 50 to 83.

Memorize most important clauses of the Constitution as they are studied. Follow the order of the text.

Legislative Department.—Organization. Powers and duties of the separate houses. How laws are made. Locate Congressional districts of Kansas, naming the Representative from each. Present U. S. Senators from Kansas. Former Senators of distinction.

FOURTH MONTH.—Pages 83 to 114.

Powers of Congress. Commerce; Interstate Commerce Commission. Trusts, money, naturalization. Postal system, army and navy. Expressed and implied powers.

Powers denied the United States and the several States.

Review the legislative department.

FIFTH MONTH.—Pages 115 to 156.

The Executive Department.—The President and Vice-President—election, qualification, term, salary, oath, powers, duties, vacancies. The cabinet. Give the members of the present cabinet, and principal duties of each.

SIXTH MONTH.—Pages 157 to 185.

The Judicial Department.—U. S. courts, and jurisdiction of each. Territories and public lands. Amendments to the Constitution.

SEVENTH MONTH.—*Kansas.*

Preamble, bill of rights. Executive officers. Legislative department. Judicial. Elections. Education. Locate all State institutions—educational, charitable, and penal. Amendments. Counties, townships, cities. Compare with general discussion in part I.

EIGHTH MONTH.—Schools having eight months make a complete review.

Writing—Ninth Grade.

Copy book, No. 7.

Outline Practice Book "D."

Movements same as 7th and 8th.

AGRICULTURE.

INTRODUCTION.—Education is and should be a preparation for a higher and broader and more effective life. All acquired knowledge which gives to boys and girls higher ideals and broader minds is useful; and every particle of knowledge which will enable them to become independent, integral, progressive factors in the community in which they live is indeed very useful. Any educational movement which leaves out the inspirational or the practical is only partial. This course in Agriculture is designed to reach the inspirational as well as the practical natures of the country boys and girls of Kansas. There is no better way to learn to do than by doing. The course is divided into seven steps or parts. At the introduction of each step the texts are given and the page or chapter cited from which the teacher may get the information for the class, that the idea may be properly developed. It is urged upon the teacher that this be not considered a difficult thing to teach. The subject unfolds itself in such an easy, inspiring way as to be the means of great enjoyment. It will be a great and lasting pleasure to the teacher and to the school. It is suggested that each district purchase these texts (altogether costing less than three dollars), and with these in the hands of the teacher general lessons may be given to the entire school, not less infrequent

than twice each week. The attention of each teacher is called to a model recitation in the 1907 Normal Institute Course as an excellent plan for conducting the recitations in this branch.

1. Soils.

Numbers 1, 2, 3, etc., in parenthesis refer to texts cited in each step.

TEXTS.—1. Agriculture for beginners, Ginn & Co., Chicago.
 2. First Principles of Agriculture, American Book Co., Chicago.
 3. Practical Agriculture, D. Appleton & Co., New York. 6. Bulletin No. 186, U. S. Department of Agriculture, Washington, D. C.

Soil: Origin, tillage (1*. chap. 1). Matter: dead, living (2. chap. 1). How plants feed (2. secs. 8 and 9; 2. chap. 4 and 5). Plant food in soil and air. Nitrogen, potash, phosphoric acid, other elements. Humus (sec. 12; 2. chap. 7 and 8). Plant foods prepared slowly (2. chap. 10).

Exhausted soils renewed in three ways: 1st, Rotation of crops (1. secs. 7, 10, and 11; 2. chap. 9 and 10; 3. chap. 19); leguminous plants (3. chap. 13); how legumes are helpful to the soil. Teach name and nature of common legumes.

2d. Natural fertilizers; care and use of farmyard manures (2. pages 39, 43, and 50; 1. pages 22, 24, 28; 3. chap. 10), farmyard manures should be kept under shed until used. Why?

3d. Commercial fertilizers: Sale regulated by law (chap. 213, Session Laws 1903); expense; economy in mixed farming and producing fertilizer on the farm.

*The figures here (as, "1. chap. 1") refer to numbers in the list of texts; as, "1. Agriculture for Beginners; 2. First Principles of Agriculture"; etc., etc.

II. Seed Selection.

TEXTS.—No. 1, Agriculture for Beginners, Ginn & Co., Chicago. No. 2, First Principles of Agriculture, American Book Co., Chicago. No. 3, Bulletin No. 77, Iowa Experiment Station, Ames, Iowa. No. 4, Bulletin No. 139, Kansas Experiment Station, Manhattan, Kansas. No. 5, Fifteenth Biennial Report, State Board of Agriculture, Topeka, Kansas. No. 6, Bulletin No. 186, U. S. Department of Agriculture, Washington, D. C.

Nothing is so important as the selection of good, strong, healthy seed. A farmer who farms a two-thirds stand of corn loses $33\frac{1}{3}$ per cent. of his time. The usual average is not to exceed a 70-per-cent. stand of corn throughout the State. This is because of the poor selection of seed. Selection of seed corn (1. section 19; 2. chap. 16; all of 3 and 4). The first part of No. 5, known as the "Corn Book." How to make a seed tester (3. page 176; 4. page 249; 5. page 52). When to select seed; how to care for it (five pages, 166 to 175). Study of individual stalk, ear, grain. Stalk as to strength, number of ears, height from ground, uniformity of maturity (3. page 183). Shape and content of individual kernel, feeding value (3. page 196), (five pages, 20 to 23). Pollination of corn important (1. page 47; 2. page 102).

A similar outline may be used for wheat, rye, oats, barley, sugar-beets, alfalfa, etc. Corn is here given because it is the most extensively grown and most valuable crop raised in the State.

III. Practical Application.

Text No. 1, O. J. Kern's *Among Country Schools*, Ginn & Co., Chicago.

Influence of environment; beautifying school-grounds and home yards (1. chap. 3). School gardens (1. chap. 4). Farmer Boys' Experiment Clubs (chap. 7). Teachers and pupils alike will find an invaluable friend in Supt. J. H. Miller, Superintendent of the Farmers' Institute Department, Manhattan, Kansas. He will be ever ready with practical suggestions and wholesome advice. The country schools and the local farmers' institutes should be very closely allied (1. chap. 9). Tree Planting and Tree Culture. Study of varieties adapted to your locality. State Forestry stations: At Ogallah; at Dodge City. Forestry Commissioner gives information about tree culture, on request. Trees furnished free at the stations to all who will plant and cultivate them. Two million trees are sent out annually. At the request of twenty-five residents of any county, the Forestry Commissioner must hold one or more public meetings for the discussion of tree culture. (Session Laws of 1907, chap. 405.)

IV. Types and Breeds of Farm Animals and Dairying—Stock Feeding.

TEXTS.—1. *Agriculture for Beginners*, Ginn & Co., Chicago. 2. *First Principles of Agriculture*, American Book Co., Chicago. 3. *Fifteenth Biennial Report*, Kansas State Board of Agriculture, Topeka, Kansas. 6. *Bulletin No. 186*, U. S. Department of Agriculture, Washington, D. C.

Animal Husbandry: Domestic animals; Importance (1. chap. 8; 2. chap. 29). Dairy cow; different breeds; points

in selection; care; feeding (1. chap. 9; 2. chap. 30; 3. pages 674 to 764). Care of milk; dairy; barn; milking utensils; Pasteurization (1. sections 48 and 49; 2. chap. 32; three pages, 683 to 700). Balanced rations for dairy cows (1. sec. 50; 2. chap. 33). Line sharply drawn on good and bad dairy cows (3. pages 677 to 680). Beef types (2. chap. 31). For other information on this line, address Secretary State Board of Agriculture, Topeka, Kansas.

V. Bird and Insect Life.

TEXTS.—1. Agriculture for Beginners, Ginn & Co., Chicago. 2. First Principles of Agriculture, American Book Co., Chicago. 3. Practical Agriculture, D. Appleton & Co., New York.

Animals that destroy insects (2. chap. 28). Birds—many our best friends (1. sec. 52; 3. chap. 37).

This outline may be much extended by the use of bulletins from the Department of Agriculture, Washington, D. C.

VI. Care of Orchard—Grafting, Budding, Pruning.

TEXTS.—1. Agriculture for Beginners, Ginn & Co., Chicago. 2. First Principles of Agriculture, American Book Co., Chicago. 3. Practical Agriculture, D. Appleton & Co., New York. 6. Bulletin No. 186, U. S. Department of Agriculture, Washington, D. C.

Varieties adapted to your locality. Proper care of the orchard. Propagation by budding (sec. 17). The Orchard—grafting and budding (3. chap. 21 and 22). Insects of the orchard (3. chap. 23). Spraying: Time for, effect of, mixture for spraying (3. Appendix; 1. page 109). The orchard (2. chap. 27).

VII. General.

The spirit and inspiration in intelligent farm life. The blessing of owning a home and living in a rural community. Great harm in the general drift to cities and villages. Danger in the individual ownership of large tracts of land; the farming lands should be in the hands of owners of small tracts instead of tenants. Nation of home-owners a stable one. Life of State and Nation rests with the tiller of the soil.



ADDITIONAL USEFUL BOOKS.**GEOGRAPHY.**

- Great American Industries. Flanagan, Chicago.
Aunt Martha's Corner Cupboard. Flanagan, Chicago.
Talks About Common Things. Flanagan, Chicago.
The World and Its People (Primary), Vols. 1 to 4. Silver, Burdett & Co., Chicago.

NATURE.

- Stories Mother Nature told Her Children. Ginn & Co., Chicago.
Leaves from Nature's Story Book, Vol. II. Ed. Pub. Co., Topeka.
Dana's Plants and Their Children. American Book Co., Chicago.
Gray's How Plants Behave. American Book Co., Chicago.
Nelson's Second Science Reader. Ed. Pub. Co., Topeka.
Stories of My Four Friends. Ginn & Co., Chicago.
Around the Year—Autumn, Spring, Winter, 3 Vols. Ed. Pub. Co., Topeka.

HISTORY.

- Colonial Children.
Pratt's History Stories, Vols. 1 to 4. Ed. Pub. Co., Topeka.
Hero Stories from American History. Ginn & Co., Chicago.
Stories of Great Americans for Little Americans. American Book Co., Chicago.

KANSAS HISTORY.

- Territorial Governors, and other Crane Classics. Crane & Co., Topeka.
Hazelrigg's History. Crane & Co., Topeka.
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SECOND SEMESTER.

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English.
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Electives: (choose two.)
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German.
Botany.
M. and M. History.
Physiology.
Manual Training.

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